



Senator Shapiro and Members of the Committee,

My name is Leslie Goodfellow.

I am the parent of three children. I have a daughter with Down Syndrome who is 19 years old and recently graduated from high school. She is currently planning on continuing in school until she is 21.

In general, I have been very satisfied with the preparation our daughter has received from the Preschool Programs for Children with Disabilities (PPCD) through to Middle School. I believe this is due to the effort of many parents, teachers and administrators who have worked to improve the quality of services at this level. My daughter was taught in regular education classes, including science and social studies, with co-teaching and appropriate modifications and accommodations. There was effective collaboration between special education and regular education. Her teachers communicated with us frequently regarding her education. The outcome was continued, academic progress along with improved social skills and higher self-esteem.

However, since entering high school (9<sup>th</sup> -12<sup>th</sup> grade) we have become increasingly frustrated with the education our daughter has received to prepare her for post-secondary opportunities. I have outlined 5 areas of concern with the problems and some possible solutions.

- 1) Lack of opportunities for education in the least restrictive environment (LRE) and inclusion.
  - a) Problems
    - i) Very few of the regular education courses are open to special education students
    - ii) Students in special education often take the same courses each year because these are the ones that are available to them.

**Document 1.1** Report card 10<sup>th</sup> grade  
Special ed rdg/math/la—drill team dance/art/cheerleading/theatre  
repeated Theatre I 3 years/Art Sculpture 2 years/dance 2years
    - iii) Many students are excluded from science and social studies unless they qualify for the one-size-fits all modified class (5<sup>th</sup> grade reading level)
  - b) Solutions
    - i) Training and monitoring system for tracking of LRE by the number of secondary students in regular education classes by class type and percentage of time.

**Document 1.2** Pennsylvania Department of Education  
Steps taken to monitor LRE - The Gaskin Settlement  
[www.pde.state.pa.us/special\\_edu/cwp/view.asp?a=177&Q=109539](http://www.pde.state.pa.us/special_edu/cwp/view.asp?a=177&Q=109539)
    - ii) Provide better curriculum for special education students – See next point

- 2) Lack of a clearly defined curriculum which has been modified to meet the needs of students
- a) Problems
    - i) No district wide curriculum for special education students
    - ii) Curriculum not sequenced to provide an ongoing program of increasing skills
      - Document 2.1** Spelling/Vocabulary 10<sup>th</sup> grade
      - Document 2.2** Spelling/Vocabulary 11<sup>th</sup> grade
      - Document 2.3** IEP goals and objectives for 9<sup>th</sup> grade
      - Document 2.4** Proposed goals and objectives for 10<sup>th</sup> – same subject
    - iii) Teachers not knowing how to make appropriate modifications and accommodations
      - Document 2.5** Modified study guide
      - Document 2.6** Ninety-one question final review
  - b) Solutions
    - i) Develop state-wide minimal competencies for special education students at various levels of development.
    - ii) Require district-wide developmental curriculum that students are placed in which serves as the basis for the IEP.
    - iii) Develop modified syllabuses and review sheets at various reading levels to be used district wide.
    - iv) Require a certain amount of science, social studies, math, English and reading for graduation. This might not be the same as for regular students but must be some minimal amount. If the ARD committee recommends the requirement be waved, the parents must agree to this before it can be waved.
- 3) Failure to document progress
- a) Problems
    - i) The way in which progress is reported lacks clarity. While the IEP's are written with a targeted percentage, the reporting form reports the following:
      - (1) 1 – Mastered
      - (2) 2 – Continued-satisfactory progress
      - (3) 3 – Continued-minimal progress
      - (4) 4 – Not yet introduced
      - Document 3.1** IEP 6-week update
 

Would you like to receive this type of report on your child each semester?  
Progress continued? The student can go a whole year with continued progress and at the end of the year not have shown mastery.
    - ii) Limited homework sent home to parents. Classroom work is kept at school. Difficult to relate the grades shown on parent viewer to the IEP goals.
      - Document 3.2** Student grades on Parent Viewer
    - iii) Instruction has not followed goals
      - Document 3.3** Graded Work Matching IEP Goals and Objectives chart
      - Document 3.4** E-mail sent regarding parent/teacher conference
      - Document 3.5** Math papers

- iv) Many students receive compensatory services because the school failed to document progress or no progress on the IEP. This can happen year after year. My daughter has received compensatory services 3 years in a row for failure to document progress. Last year she received 17 hours of tutoring over the summer which does not seem to make up for an entire year of lack of progress in two core subjects. It doesn't seem to me that there are consequences for failure to document progress. How can this happen three years in a row?
  - b) Solutions
    - i) Require the same system of reporting as is used for children in regular education - tie grades to the IEP goals and objectives. Don't allow "progress continuing"
    - ii) Require homework be sent home on a regular basis
    - iii) All concerns about progress expressed by parents must be addressed immediately (within 2 weeks of concern) and if problems are validated, the problem must be remediated within 4 weeks.
- 4) Lack of qualified instructors
- a) Problem
    - i) Special education certification is all level certificates. Teachers at the higher levels are less experienced teaching our children who are learning at lower levels of achievement. If schools hire the most qualified math teachers at the high school, they hire teachers who are more geared towards teaching algebra, geometry, others.
  - b) Solutions
    - i) Allow the hiring of elementary teachers to co-teach with secondary teachers to help modify curriculum and develop appropriate accommodations and modifications.
    - ii) Encourage more collaboration between content teams and special education.
- 5) Pre-Vocational Programs
- a) Problems
    - i) Limited job training/sampling available - often does not match student's needs/interests/person-centered plans
    - ii) Parents must find jobs for students -- then a job coach is provided
    - iii) The program provides little training in academics
    - iv) One-size-fits-all program
      - (1) Rather than offering training in various areas and students selecting the training they want, all students must do the same training
    - v) Very few job opportunities available for students who go through the program.
  - c) Solutions
    - i) Have a curriculum with courses for various pieces of the content. Students are allowed to select the pieces they want to take and are of interest to them.
    - ii) Work with Vocational Rehabilitation or other agencies which help with post high school employment -- after identifying job skills required, develop an individualized program to train and monitor the student's progress toward their employment goal.



I have tried to elaborate on my experiences with special education at the high school and senior high level. I appreciate your concern with this issue and hope that by working together as legislators, educators, and parents we can ensure our children with disabilities receive the highest quality education possible to better prepare them to be productive members of our society. I believe all of us are committed to that and ask that we continue to work together to create the funding, curriculum and tools to make this happen. Thank you for allowing me to participate in this process.

ID [REDACTED] 4TH SIX WEEKS GRADING PERIOD

1/05/06 Thru 2/16/06

[REDACTED] HIGH SCHOOL

HR Teacher [REDACTED]

TO: LESLIE GOODFELLOW

RE: [REDACTED]

P#	Subject	Teacher	SW1	SW2	SW3	EX1	SM1	SW4	CM4	CM4	CI
01	B/M/DRT FND	[REDACTED]	91	99	98	98	97	99			E
02	ST RDG FL	[REDACTED]	95	91	94	75	89	92			E
03	ARTS SCULP M	[REDACTED]	80	93	90	90	90	94			E
04	STR MTHE FND	[REDACTED]	86	86	84	70	82	81			E
05	STR L/A F SL	[REDACTED]	91	90	90	80	88	90			E
06	CHEERLD T-1	[REDACTED]	100	100	100	EXM	100				
06	CHEERLD T-2	[REDACTED]						100			E
07	THEA 1 A	[REDACTED]	96	97	95	100	97	100			

COMMENT DESCRIPTION  
EXCELLENT

PER	Semester 1		Semester 2
	AE	AU	AE
01		1	1
02			1
03	1		1
04	1		1
05	2		1
06	1		1
07	2		1

Message:  
 70-100=PASSING    BELOW 70=FAILING    \*-ABSENCE FAIL  
 I=INCOMPLETE    NG=NO GRADE    EXM=EXEMPT  
 IF A GRADE IS BELOW 70, PLEASE CONTACT THE TEACHER  
 TO SCHEDULE A CONFERENCE

## - Fact Sheet - *Gaskin Settlement Agreement - Overview*

The Gaskin Settlement Agreement is a formal resolution between the Pennsylvania Department of Education (PDE) and a group of families and advocacy organizations who had filed a class-action lawsuit against PDE on behalf of a group of children with disabilities in 1994.

- The goal of the proposed settlement is to ensure that Individualized Education Program (IEP) teams consider the regular classroom with supplementary aids and services before considering a more restrictive placement.
- The activities agreed to in the Settlement Agreement are designed to increase the opportunities for students with disabilities to receive the supports and services needed to be educated with non-disabled peers in regular schools and classrooms.
- The agreement does not change an individual student's program, placement or IEP, only the IEP team can make such modifications.

In the Settlement Agreement, PDE agreed to make changes in its systems for exercising general supervision over special education, including the following:

- Developing materials to be displayed in all public schools that show "all children are welcome."
- Providing increased professional development for teachers and other school personnel.
- Expanding and supporting information and training for parents of children with disabilities.
- Ensuring that all IEP teams determine IEP goals can be implemented in regular classroom with supplementary aids and services.
- Providing a "Single Plan" for students with disabilities who also qualify for gifted support.
- Modifying portions of the IEP and annotated IEP to provide more information on students participating in regular education.
- Modifying complaint resolution and investigation procedures.
- Implementing a new form of compliance monitoring - Least Restrictive Environment (LRE) monitoring - a term borrowed from the federal Individuals with Disabilities Education Act (IDEA) to ensure that districts comply with federal and state laws protecting the rights of students with disabilities.
- Establishing a "Least Restrictive Environment" advisory panel of parents, advocates and educators to review system-wide progress in the delivery of instruction to students with disabilities in regular schools and general classrooms.

This fact sheet provides an overview of a topic related to obligations contained in the *Gaskin* Settlement Agreement and should not be relied upon as a complete understanding of the terms of the Settlement Agreement.

- View the entire Settlement Agreement at: [www.pde.state.pa.us/special\\_edu/lib/special\\_edu/Settlement\\_Agreement.pdf](http://www.pde.state.pa.us/special_edu/lib/special_edu/Settlement_Agreement.pdf).
- For more information for families and advocates of children with special needs, contact The Special Education ConsultLine: 1-800-879-2301 (Voice/TTY/TDD) or view additional information at: <http://parent.pattan.net>.

The Settlement Agreement was approved by the Court in September 2005 and continues for five years.

## NOTICE OF PROPOSED SETTLEMENT OF CLASS ACTION LAWSUIT

TO: The parents of all students who are eligible for special education and who have been denied the opportunity to receive a free appropriate education in regular classrooms with individualized supportive services OR have been placed in regular education classrooms without the supportive services, individualized instruction, and accommodations they need to succeed in the regular classroom.

This notice describes a proposed Settlement Agreement between students with disabilities and the Pennsylvania Department of Education and all other defendants. This Notice tells you what the parties have agreed to do, how to get more information, and how to object to the proposed Settlement Agreement if you think it is not fair.

### PROPOSED SETTLEMENT

This case was filed on June 30, 1994 by 12 students with disabilities and 11 disability organizations, collectively known as the plaintiffs, against officials of the Pennsylvania Department of Education (PDE) and the State Board of Education. The plaintiffs' claims arose under the Individuals with Disabilities Act (IDEA) and related federal statutes. The plaintiffs alleged that PDE had failed to assure that students with disabilities are included in regular education classroom to the maximum extent appropriate and that students receive appropriate supplementary aids and services in regular classrooms. The settlement obligates PDE to undertake a series of reforms of its systems for exercising general supervision over special education throughout Pennsylvania. The goal of those reforms is that local school districts increase their capacity to provide the supplementary aids and services in regular education classrooms that students with disabilities need to receive a meaningful benefit from education. The parties have agreed to the following undertakings:

1. PDE policies will require Individual Education Programs (IEP) teams to consider, and school districts to provide, the full range of supplementary aids and services in regular classrooms to all students with disabilities, including those with significant disabilities, who can benefit from education in regular education classes with such services.
2. PDE will establish the Special Education Bureau Director's Advisory Panel on Least Restrictive Environment (the "Panel") to review system-wide progress in the delivery of individualized specially designed instruction in regular education classrooms, to report on the status of implementation of this agreement, and advise PDE on implementation. Nine of the Panel's 15 members will be parents of children with disabilities; 12 will be selected by the organizational plaintiffs in this case.
3. PDE will modify its IEP format to assure that IEP teams consider the provision of supplementary aids and services in regular education classes before removing students from the regular education environment.

4. PDE will conduct a new form of compliance monitoring called Least Restrictive Environment (LRE) monitoring, in which PDE will identify the school districts most in need of systemic LRE-related changes, provide appropriate intervention to bring about those changes, and exercise continued oversight, including sanctions if needed, to determine whether intervention is effective. Each year, school districts will be assigned a data-based LRE Index Score according to which the districts will be identified for intervention. These scores will be included in publicly available school district report cards. In the districts most in need of intervention, PDE will examine a representative sample of Individualized Education Programs to determine whether the district is satisfying its obligation to provide a free, appropriate public education in the least restrictive environment. PDE will require specific staff training for district personnel to target the particular violations found.

5. PDE will investigate all complaints submitted by a parent or student, without exception, and each time a violation of a student's right to receive supplementary aids and services in a regular education classroom is identified in a complaint resolution or due process hearing, will monitor whether the school district has corrected the violation for all similarly situated students.

6. PDE will synchronize the special education planning cycle with its compliance monitoring cycle and will require school districts' special education plans to include appropriate corrective action when monitoring finds a failure to provide meaningful education benefit to students with disabilities in regular education classes and neighborhood schools.

7. PDE will provide on-site training and technical assistance to school districts to build capacity in the provision of supplementary aids and services in regular education classrooms. Training and technical assistance will be based on a needs assessment to identify the assistance needed to implement research-based practices.

8. PDE will support a grant proposal submitted by the plaintiffs to an external funding source to support advocacy and advocacy training on issues relating to the provision of supplementary aids and services in regular education classrooms.

9. PDE will provide of total of \$350,000 to the individual plaintiffs to resolve their claims for compensatory education and other relief. PDE will pay the plaintiffs' counsel the sum of \$1,825,000 for attorney fees and costs.

10. The Settlement Agreement will be enforceable for five years from the date of its approval by the Court. Throughout the life of the agreement, PDE will send regular written certifications concerning its compliance with the agreement. The parties will seek to resolve disputes by informal means and mediation before petitioning the Court for enforcement.



## **Gaskin**

### ***Gaskin v. Pennsylvania Department of Education* (United States District Court, Philadelphia)**

#### **SUMMARY OF PRINCIPAL PROVISIONS IN THE PROPOSED SETTLEMENT AGREEMENT**

##### ***Introduction***

On December 21, 2004, counsel for the parties in the *Gaskin* case signed a provisional settlement agreement that, if approved by the court, will end ten years of litigation over Commonwealth programs for the education of schoolchildren with disabilities.

*Gaskin* is a class action lawsuit brought on behalf of Pennsylvania public school students with physical, behavioral and developmental disabilities. The action asserts violations of federal statutes protecting the rights of children with disabilities, principally the Individuals with Disabilities Education Act. The plaintiff class representatives are twelve significantly disabled public school students. Other plaintiffs include their parents and eleven national and state organizations that advocate for the rights of disabled persons. The defendants are the Pennsylvania Department of Education, various PDE officials, and the members of the Pennsylvania State Board of Education.

The lawsuit, originally filed in 1994, alleges that students with disabilities have been denied their federal statutory right to a free appropriate public education in regular classrooms with necessary supplemental aids and services. In particular, the plaintiffs allege that PDE has systematically failed to enforce the provisions in federal law requiring local schools and school districts to offer a full continuum of support services allowing disabled children to be educated in regular classrooms.

The parties and their lawyers have engaged in years of protracted discovery. Each side named expert witnesses, took dozens of depositions, and produced thousands of pages of documentary evidence. The plaintiffs commissioned a survey of special education practices in ten Pennsylvania school districts, and that survey was the subject of expert testimony on both sides.

Following the close of discovery in the summer of 2003, the parties filed cross-motions for judgment in their favor. Judge Eduardo Robreno heard argument in March 2004. A turning point in the *Gaskin* case came that month, when Judge Robreno, in lieu of ruling on pending motions, elected instead to place the case in suspension and directed the parties to engage in court-supervised mediation. Judge Robreno appointed retired Federal District Court Judge Louis Bechtle as mediator, and Judge Bechtle oversaw settlement negotiations during the summer and fall of this year—negotiations that resulted in the proposed settlement agreement executed by counsel for the parties on December 21.

##### ***The Architecture of the Proposed Settlement Agreement***

The proposed settlement agreement is 46 pages long. Its central feature is a lengthy section titled "Settlement Terms, Conditions, and Undertakings." In this section (which comprises 30 of the 46 pages in the proposed agreement), PDE agrees to undertake a series of reforms in its special education processes and procedures. We address herein the principal provisions in this section of the proposed settlement agreement.

## **Principal Provisions in the Proposed Settlement Agreement**

**Advisory Panel.** The proposed settlement agreement establishes a new body—the “Bureau Director’s Advisory Panel on Least Restrictive Environment Practices”—to provide systematic input to PDE and the Director of PDE’s Bureau of Special Education on technical, programmatic, and operational issues affecting special education programs in Pennsylvania. The Advisory Panel will consist of fifteen members, twelve of whom will be named by the advocacy organizations that are plaintiffs in the *Gaskin* case. The other three members will be appointed by the Department of Education’s Director of the Bureau of Special Education. Advisory Panel members will be selected to reflect the population of children served in special education in Pennsylvania with respect to race, ethnicity, cultural characteristics, geography, and age. The Panel will meet quarterly, and will have access to PDE-generated data on special education enrollment, inclusion, and other pertinent subjects.

**IEP Format.** Under the proposed settlement agreement, PDE will make agreed-upon modifications to the annotated IEP format posted on the Department’s Web site. The new format will be explained in a written guidance to be provided to all school districts shortly after the effective date of the proposed settlement agreement.

**Compliance Monitoring.** The proposed settlement agreement makes significant changes in PDE’s special education monitoring practices. Most significant is the creation of a new, multi-layered monitoring program called “LRE monitoring” (the abbreviation stands for “least restrictive environment,” a term borrowed from the federal Individuals with Disabilities Education Act) to ensure that districts comply with IDEA and other federal and state laws protecting the rights of students with disabilities. Under the new LRE monitoring program, all school districts in the Commonwealth would receive an “LRE index” score based on data factors relating to the success they have achieved in including special education students in regular education classrooms for all or part of the school day.

- The twenty districts with the lowest LRE index scores would be subject to “Tier One LRE Monitoring”, which would feature on-site visits by a PDE-appointed monitoring team and the preparation of a corrective action plan with interim reporting and monitoring obligations.
- All districts with LRE index scores in the bottom ten percent of Pennsylvania’s 501 school districts (except those already subject to Tier One LRE Monitoring) would be placed on a warning list and would be subject to Tier Two LRE Monitoring. Districts would be required to attend PDE-sponsored training and technical assistance programs and submit a corrective action plan addressing areas identified for improvement.
- All districts with LRE index scores in the bottom fifty percent of Pennsylvania’s 501 school districts (except those already subject to Tier One and Tier Two LRE Monitoring) would be placed on an alert list and would be subject to Tier Three LRE Monitoring. Under Tier Three, the district would receive a communication from PDE stating that the district is in the bottom half of all districts in terms of LRE data analysis, identifying areas in need of improvement, and describing PDE resources available to the district to assist in improvement.

In addition, districts in Tier One or Tier Two LRE Monitoring would be subjected to new requirements as part of PDE’s regular cyclical monitoring of all 501 Pennsylvania districts. As part of the cyclical monitoring process, districts in Tier One or Two Tier would be obligated to provide data on inclusion practices and undergo specific staff training designed to target the particular LRE deficiencies identified in compliance monitoring.

**Complaint resolution.** The proposed settlement agreement requires PDE to investigate complaints from parents concerning the alleged inadequacy of district special education inclusion practices. As part of the investigatory process, PDE must use its best efforts to interview the student, the student’s parents or guardians, and a reasonable number of witnesses. If PDE finds that a district has violated an individual student’s right to receive supplementary aids and services in a regular education class, or where such a violation has been established after a due process hearing, then PDE must determine during the district’s next compliance monitoring whether the district corrected the violation, not only for the student who was the subject of the complaint but for similarly situated students

**Plan Approval.** Over a three-year period, PDE’s special education planning cycle would be synchronized with its compliance monitoring cycle. The goal would be to reduce the paperwork and planning burden on districts by allowing them to make a single submission satisfying both their planning and their monitoring obligations.

**Training and Technical Assistance.** PDE’s Bureau of Special Education will provide on-site training, technical assistance and professional development to school districts for the purpose of building local capacity in providing individualized supplementary aids and services enabling students with disabilities to be educated in regular education classrooms. PDE will provide supports which may include a “mini-grant” program under which funds will be set aside to support school district initiatives that use training and technical assistance to improve their inclusion practices.

**Advocacy.** PDE will endorse a grant proposal seeking funding for an inclusion program to be operated by one or more advocacy organizations.

## **Settlement Mechanics**

The proposed settlement agreement must be approved by the court before it becomes effective. The parties expect the court to hold a hearing in Spring 2005 in Philadelphia. Once the court approves the proposed settlement agreement, then the agreement will immediately go into effect and will remain in force for a period of five years. The agreement provides of a multi-tiered system of dispute resolution should interpretive or compliance issues arise while it is in force.

To repeat the point, none of the changes described in this paper will go into effect until the court approves the proposed settlement agreement, and court approval is not expected until the spring of 2005 at the earliest.

Any questions concerning the Gaskin case or the provisions in the proposed settlement agreement should be addressed to the Office of Chief Counsel at PDE. The Bureau of Special Education will be working with the Office of Chief Counsel to outline next steps regarding awareness and development of the processes and procedures that will need to be put in place to implement the agreement. Any questions or recommendations in that regard should be shared with the Bureau of Special Education.

December 23, 2004

**For more information contact:**

Bureau of Special Education  
ED-SpecEd-Directors Office

**Telephone Number:**

PA Department of Education  
VOICE (717) 783-6913/TTY 717-787-7367  
FAX: (717) 783-6139

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**- Fact Sheet -**

**Topic: Bureau Director's Advisory Panel on Least Restrictive Environment Practices**

**Purposes of Advisory Panel:**

- Review system-wide progress in the delivery of individualized, specially designed instruction in regular education classrooms to students with disabilities in Pennsylvania; and
- Analyze and report periodically on the status of implementation of the settlement agreement.

**Composition:**

- Made up of 15 individuals selected to serve one-year terms; members may be reappointed annually up to a maximum of five years' service.
- Representative of population of children served in special education in Pennsylvania with respect to: race, ethnicity, cultural characteristics, geography and age.
- Include persons with recognized expertise in research and practices related to the provision of a free appropriate public education in the least restrictive environment.
- Nine members must be parents of children with disabilities (*not employed by PDE, any school district or LEA in Pennsylvania*).
- Organizational plaintiffs select 12 members and Bureau Director selects three members.

**Timelines:**

- Initial members named within 60 days of effective date of settlement agreement (and by no later than March 31 of succeeding calendar years).
- Initial meeting will be convened no later than 90 days following nomination of initial members by organizational plaintiffs; subsequent meetings will be scheduled at quarterly intervals.

**Structure:**

- Panel will select a Chair and a Vice Chair
- Develop operating rules and procedures consistent with state law and PDE policies
- Develop a committee structure and appoint members to committees

**Responsibilities of Advisory Panel:**

- Review available data to assess the efforts of school districts and other programs in assuring a Free Appropriate Public Education in the Least Restrictive Environment for schoolchildren with disabilities. Specific data to be reviewed include:
  - o Samples of student IEPs to determine whether school district staff understand and are following the policies on LRE monitoring.
  - o The number of special education students in each school district who begin first grade outside the regular education classroom in their neighborhood schools.
- Give input to PDE for designing materials for distribution by PDE for display in school buildings that make it clear that all children, including those with disabilities, are welcome.
- Give input to PDE in designing and distributing information for parents about supplementary aids and services that children with disabilities can receive in regular education classrooms and how parents can seek assistance in obtaining supplementary aids and service.
- The advisory panel may review PDE policy and make recommendations to the Bureau Director for changes that clarify PDE policy related to the use of a "single plan" for students who receive gifted or Chapter 15 services.

**Responsibilities of PDE:**

- Support the work of the panel with staffing, facilitation of meetings and reimbursement of travel costs for members to participate in the work of the Advisory Panel.
- Provide data to advisory panel in a form that complies with HIPPA, FERPA, IDEA and other applicable federal and state regulations.
- Work with advisory panel to design an assessment of needs of school district and intermediate unit personnel related to research-based practices and the provision of supplementary aids and services in regular education classes.
- Seek input from advisory panel in identifying Pennsylvania school districts that have developed exemplary programs and practices to educate students in the least restrictive environment.

This fact sheet provides an overview of some of the obligations contained in the *Gaskin* settlement agreement and should not be relied upon as a complete understanding of the terms of the settlement agreement.

- View the entire settlement agreement at: [www.pde.state.pa.us/special\\_edu/lib/special\\_edu/Settlement\\_Agreement.pdf](http://www.pde.state.pa.us/special_edu/lib/special_edu/Settlement_Agreement.pdf)
- For more information for families and advocates of children with special needs, contact The Special Education Consultline: 1-800-879-2301 (Voice/TTY/TDD) or view additional information at: <http://parent.pattan.net>.

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**- Fact Sheet -**

**Topic: Training and Technical Assistance**

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**Purpose of Training and Technical Assistance:**

The Bureau of Special Education is committed to providing on-site technical assistance and professional development for the purpose of ensuring that local school districts and other local education agencies have the knowledge and capacity to:

- Welcome all students into their neighborhood school, regardless of severity of disability.
- Provide individualized education programs in the least restrictive environment.
- Plan appropriate supplementary aids and services in regular education classrooms which will enable students with disabilities to be educated in regular education classrooms to the maximum extent appropriate.

**Professional Development and Technical Assistance will be based on:**

- Needs of school districts and Intermediate Unit (IU) personnel.
- Research-based practices.
- Results of a district needs assessment evaluating actual practice against standards for good practice in the field.

**Components of Professional Development and Technical Assistance**

- Training school district staff and families in the use of supplementary aids and services in regular education class for students with disabilities.
- Training and technical assistance in research-based practices and specialized interventions.
- Assistance in the development and delivery of customized, sustained technical assistance plans.
- On-site technical assistance and consultation in response to requests from parents.

**Professional Development will be provided by:**

- Pennsylvania Training and Technical Assistance Network (PATTAN).
- Local Intermediate Unit personnel – every IU has designated IDEA Training and Consultation staff responsible for delivering support to local schools in inclusive practices.
- Higher Education partners and other consultants.

**Collaboration with Higher Education to encourage:**

- Increase in pre-service training in inclusive practices and student teaching placements in inclusive settings.
- Assistance in induction and mentoring programs.

**Mini-Grant Program**

- Designed to fund school district initiatives to expand and/or develop inclusive practices in schools.
- Designed to overcome gaps in knowledge and skills identified by the needs assessment.
- Available, starting in the 2005 – 2006 school year.

**For More Information:**

- Contact the “Inclusive Practices Project” at your local PATTAN ([www.pattan.net](http://www.pattan.net)) or Training and Consultation staff at your local Intermediate Unit.

This fact sheet provides an overview of some of the obligations contained in the *Gaskin* settlement agreement and should not be relied upon as a complete understanding of the terms of the settlement agreement.

- View the entire settlement agreement at: [www.pde.state.pa.us/special\\_edu/lib/special\\_edu/Settlement\\_Agreement.pdf](http://www.pde.state.pa.us/special_edu/lib/special_edu/Settlement_Agreement.pdf)
- For more information for families and advocates of children with special needs, contact The Special Education Consultline: 1-800-879-2301 (Voice/TTY/TDD) or view additional information at: <http://parent.pattan.net>.



**- Fact Sheet -  
Supplementary Aids and Services**

**Definition and Purpose:**

“**Supplementary aids and services** means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §300.114 through §300.116.” (34 CFR 300.42)

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. To that end, supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e))

**Full Range of Supplementary Aids and Services**

34 CFR 300.114 (ii) states that, “Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **ONLY** if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” [emphasis added]

**Supplementary aids and services should be:**

- Available to all students who need them
- Designed to provide meaningful educational benefit
- Provided in a manner that avoids stigmatizing students (Gaskin Settlement Agreement, 2005)

There are an infinite number of possible supplementary aids and services to be considered and implemented by Individualized Education Program (IEP) teams. Court decisions have required school districts to make a concerted and good faith effort to use supplementary aids and services to address behavioral issues in the regular classroom. The provision of positive behavioral interventions, strategies, and supports is designed to foster increased participation of children with disabilities in regular education environments or other less restrictive environments, not to serve as a basis for placing children with disabilities in more restrictive settings.

It is important that IEP teams contemplate educational placement in the regular education classroom not only as it currently exists, but also as it might be modified through the provision of supplementary aids and services.

One framework that may assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, and Social-Behavioral (Etscheidt & Bartlett, 1999). The chart that follows provides illustrative examples for each of the categories. The *Oberti* decision includes reference to four specific supplementary aids and services that Local Education Agencies (LEAs) must consider: modified curriculum, teacher training, effective behavior support, and provision of an aide, if necessary.

## Framework for Considering the Full Range of Supplementary Aids and Services (SAS)

Category	Examples
<b>Collaborative</b> - Adults working together to support students	<ul style="list-style-type: none"> <li>• Scheduled time for co-planning and team meetings</li> <li>• Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)</li> <li>• Professional development related to collaboration</li> <li>• Coaching and guided support for team members in the use of assistive technology for an individual student</li> <li>• Scheduled opportunities for parental collaboration</li> <li>• All school personnel collaborate in the development and delivery of SAS</li> </ul>
<b>Instructional</b> - development and delivery of instruction that addresses diverse learning needs	<ul style="list-style-type: none"> <li>• Providing modified curricular goals</li> <li>• Providing alternate ways for students to demonstrate learning</li> <li>• Providing test modification</li> <li>• Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)</li> <li>• Providing instruction on functional skills in the context of the typical routines in the regular classroom</li> <li>• Changing method of presentation</li> <li>• Using reader services</li> <li>• Providing research based supplementary materials</li> <li>• Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples)</li> </ul>
<b>Physical</b> - adaptations and modifications to the physical environment	<ul style="list-style-type: none"> <li>• Furniture arrangement in environments</li> <li>• Specific seating arrangements</li> <li>• Individualized desk, chair, etc.</li> <li>• Adaptive equipment</li> <li>• Adjustments to sensory input (e.g., light, sound, etc.)</li> <li>• Environmental Aids (e.g., classroom acoustics, heating, ventilation)</li> <li>• Structural Aids (e.g., wheelchair accessibility, trays, grab bars)</li> </ul>
<b>Social-Behavioral</b> - supports and services to increase appropriate behavior and reduce disruptive or interfering behavior	<ul style="list-style-type: none"> <li>• Social skills instruction</li> <li>• Counseling supports</li> <li>• Peer supports (e.g., facilitating friendships)</li> <li>• Individualized behavior support plans</li> <li>• Modification of rules and expectations</li> <li>• Cooperative learning strategies</li> </ul>

### References

Burns, Edward. (2003). *A Handbook for Supplementary Aids and Services*. Springfield, Ill: Charles C. Thomas.

Etscheidt, S. and Bartlett, L. (1999). The IDEA Amendments: A Four Step Approach for Determining Supplementary Aids and Services. *Exceptional Children*, 163-74.

December 2006

This fact sheet provides an overview of a topic related to obligations contained in the *Gaskin* Settlement Agreement and should not be relied upon as a complete understanding of the terms of the Settlement Agreement.

- › View the entire Settlement Agreement at: [www.pde.state.pa.us/special\\_edu/lib/special\\_edu/Settlement\\_Agreement.pdf](http://www.pde.state.pa.us/special_edu/lib/special_edu/Settlement_Agreement.pdf).
- › For more information for families and advocates of children with special needs, contact The Special Education ConsultLine: 1-800-879-2301 (Voice/TTY/TDD) or view additional information at: <http://parent.pattan.net>.

2006 [redacted] 6007E 110W

**Vocabulary Words for Spelling Test, Friday, February 24, 2006**

1. **appear** appear appear

2. **century** century century

3. **control** control control

4. **experiment** experiment experiment

5. **human** human human

6. **moment** moment moment

7. **possible** possible possible

8. **received** received received

9. **remain** remain remain

10. **separate** separate separate

**Bonus:**  
**dinosaur** dinosaur dinosaur

[Faint handwritten notes and bleed-through from the reverse side of the page, including words like 'possible', 'dinosaur', and 'human']



- 1 ice
- 2 nice
- 3 fire
- 4 ride
- 5 hit
- 6 spider
- 7 hid
- 8 give
- 9 wish
- 10 quick
- 11 witch
- 12 pitch

- ice
- nice
- fire
- hit
- spider
- hid
- give
- wish
- witch
- pitch

Show me how she's making progress on her step objectives

conferences



ID#:                       
 Enrolled Grade: 09

**Annual Goals and Short - Term Instructional Objectives**  
**For Individualized Education Program (IEP) 1 2**  
**WITH REPORTING PERIOD UPDATES**  
 Accepted by ARD Committee: 03/01/2005

Schedule for Evaluation  every six weeks  other                     . Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes  
 Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.  
 Instructional Services  Related Services (Specify):                      Responsible Implementor(s) (title only): Sp. Ed. Teachers  
 Subject Area(s): Reading (See Present Level of Performance on "Professional Report PLOP Narrative" page.)

**Measurable Annual Goals:** demonstrate mastery of factual reading comprehension at a 4th grade level and mastery of vocabulary at a 5th grade level.

Short Term Objectives The student will:	Indicate Level of Mastery Criteria	Evaluation Procedure Codes (A)	Evaluation Codes (B) see below for codes and level of supervision/ sufficient student progress 4												Date	Regression? 3 y/n															
			Date: 4/15 Code	5/15 Code	Date: 11/3 Code	1/3 Code	Date: 12/24 Code	2/24 Code	Date: 2/16 Code	3/16 Code	Date: 4/16 Code	5/16 Code	Date: 5/24 Code	6/24 Code																	
When given 3rd grade reading materials, <u>          </u> will consistently answer basic comprehension questions with 90% accuracy by 12/10/05.	90 %	A, B, F	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y					
<u>          </u> will correctly read and define 90% of the words from Strategic Reading Stage 19 and Stage 20 by 12/10/05.	90 %	A, B, F	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y		
When given 4th grade reading materials, <u>          </u> will consistently answer basic comprehension questions w	80 %	A, B, F	4			2	C	Y	2	C	Y	2	C	Y	2	C	Y	2	C	Y	2	C	Y	2	C	Y	2	C	Y		
<u>          </u> will correctly read and define 90% of the words from Strategic Reading Stage 21 and Stage 22 by end of year.	90 %	A, B, F	4			4			4			4			4			4			4			4			4				

- (A) Evaluation Procedure Codes  
 A. Teacher-made Tests B. Observations  
 C. Weekly Tests D. Unit Tests E. Student Conferences  
 F. Work Samples G. Portfolios H. Other:
- (B) Evaluation Codes  
 1. Mastered 2. Continued-satisfactory progress  
 3. Continued-minimal progress  
 4. Not yet introduced
- (C) Level of Supervision  
 C = close  
 S = some  
 N = none
1. Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.  
 2. Criteria and schedule must allow, for determining student's eligibility for participation in extracurricular activities.  
 3. If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, write "y".  
 4. Write "y" or "n" each 6 weeks to denote if the student's progress is sufficient to enable him/her to achieve the goal(s) by the end of the IEP period.
- Student Name:                      GOODFELLOW



ID#: [REDACTED]

Enrolled Grade: 10

Annual Goals and Short-Term Instructional Objectives

For Individualized Education Program (IEP) 1  
WITH REPORTING PERIOD UPDATES

Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes.

Draft: 4/27/2006

Accepted by IEP Committee: 5/12/2006

*not accepted*

Schedule for Evaluation  every six weeks  other \_\_\_\_\_

Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.

Responsible Implementor(s) (title only): Special Education Teachers

Instructional Services  Related Services (Specify): \_\_\_\_\_

Measurable Annual Goals: Student will master Secondary Reading Skills at the 3rd grade functional level.

Short Term Objectives

The student will:

Read aloud instructional grade level sight words from random list.

70 % B

Answer factual questions about a selection read: who, what, when, where.

70 % A, F

Identify the main idea of a selection read or heard by choosing the correct headline, quote or statement

70 % A, F

Recall and sequence 3-4 events in a selection read by sequencing sentence statements.

70 % A, F

Verbally explain sequence of story and present in storyboard.

70 % A, B, F

Answer factual or T/F statements from a story of 100 or more words that was read or heard.

70 % A, F

Identify important details from a story: setting, protagonist, action and conclusion.

70 % A, F

(A) Evaluation Procedure Codes

- A. Teacher-made Tests
- B. Observations
- C. Weekly Tests
- D. Unit Tests
- E. Student Conferences
- F. Work Samples
- G. Portfolios
- H. Other: \_\_\_\_\_

(B) Evaluation Codes

- 1. Mastered
- 2. Continued-satisfactory progress
- 3. Continued-minimal progress
- 4. Not yet introduced

(B) Level of Supervision

- C = close
- S = some
- N = none

Objective	70 %	A, B, F																		
Read aloud instructional grade level sight words from random list.																				
Answer factual questions about a selection read: who, what, when, where.																				
Identify the main idea of a selection read or heard by choosing the correct headline, quote or statement																				
Recall and sequence 3-4 events in a selection read by sequencing sentence statements.																				
Verbally explain sequence of story and present in storyboard.																				
Answer factual or T/F statements from a story of 100 or more words that was read or heard.																				
Identify important details from a story: setting, protagonist, action and conclusion.																				

4/12/6

# Common Equine Diseases

objectives -

1. to learn about equine diseases and their causes.
2. to know the symptoms, preventions and treatments.
3. to learn the proper way to treat diseases.

## Types of Diseases

1. Moon Blindness (Chronic Obstructive Pulmonary Disease)
2. Periodic Ophthalmia
3. Sarcoids
4. Botulism
5. Encephalomyelitis
6. Infectious Anemia
7. Protozoan Myeloencephalitis
8. Founder
9. Scratches
10. Strangles

## 1. Moon Blindness.

- a lung disease affecting equine that is similar to human asthma.
- Caused by an allergic response to hay dust particles
- found in older horses (6 yrs or older)
- commonly referred to as "heaves".
- affects the air passage.

### Clinical Signs

heaving, wheezing, coughing

## 2. Periodic Ophthalmia

- inflammation of the iris. Surrounding the pupil.
- Caused by viral, bacterial & parasitic infections
- can lead to blindness.

### Treatment

inject anti-inflammatory drugs

## Sarcoids

- tumors in the connective tissues.
- Caused by a virus.
- affects older horses
- Common
- can cause lameness.

## Types of Sarcoids

Verucous, Botulism



- dry golf ball lumps
- affects head, chest and shoulders
- removal by 3 ways:
  - Cyrosurgery
  - Radiation
  - Immunotherapy

## Botulism -

- rare and usually fatal
- found in the soil and ingested by horses
- Shows up in 3-10 days

Prevention - Clean stalls and hay

## Encephalomyelitis

- Also called blind staggers or sleeping sickness
- affects the brain.
- caused by a virus.

### Treatment

unknown cure  
immunizations

## Infectious Anemia

- Swamp fever
- viral disease, spread by flies that bite one horse and then bite another horse.
- causes death in 30 days

### Treatment

- unknown cure
- \* Prevent with Coggins test.  
Coggins test is a blood test to determine if the horse is a carrier of disease.



## Protozan Myeloencephalitis

- affects muscles of central nervous systems
- any age, sex or location of U.S. can ~~have~~ be affected.

## Treatment

- give anti-Protozan drugs to kill Protozan

## Founder

- also called laminitis
- swelling of the hooves inner lining

## Osteochondrosis Dissecans

- bone disease, usually in young horses
- need to feed high quality diet

## Scratches

- skin infection around pasterns fetlock
- caused by ~~infection~~ bacteria, merge immune problems.
- need to shave hair, clean, remove scabs and apply topical treatment.

strangles

highly contagious upper respiratory infection.

What is a disease?

Physiological

Nutritional

Morphological

Pathogenic organisms

} defects

\* does not allow glands, organs or systems to function properly \*

Nutritional Defects

\* Those related to nutrition.  
example - Blic

Morphological

\* Physical defects \* caused by accident or negligence.

## Equine Science Final Review

1. In the beginning, humans hunted the horse for food. *true*
2. Horses contribute about 15 thousand dollars annually to the economy of the United States. *FALSE*
3. Horses living in a stall requires little, if any, attention. *FALSE*
4. A person, who cares for horses' feet, including hoof trimming and shoeing, is known as a farrier. *True*
5. A horse that is not registered with a specific breed registry is known as a "grade". *FALSE True*
6. The first objective in selecting a horse should be to find "the right horse for himself or herself".
7. If you have a horse with small eyes it shows kindness. *FALSE*
8. The general appearance of a horse is an important factor in selection. *False*
9. A pleasant riding horse must have a good, kind disposition and be responsive to the bridle. *TRUE*
10. Any abnormality that affects serviceability or performance of the horse is said to be "unsound". *True*
11. When evaluating a horse it is important to view the horse from approximately 20 feet away before making a close up examination. *FALSE*
12. A well-balanced horse means that one can divide the animal into three equal dimensional sections. *True*
13. Calf knee refers to the horse's ability to be a good cutting horse. *FALSE*
14. The "cannon" refers to the bone located between the ankle and the knee. *True*
15. "Cut-back" refers to what is known as the cut under the flank. *True*
16. The pastern refers to the area between the fetlock and the coronet. *FALSE*
17. When a horse is in a "trot" the front hoof and the opposite hind foot takes off at the same split second. *True*
18. The old saying "Don't look a gift horse in the mouth" means that it is a waste of time to look in the horse's mouth because nothing can be determined about the animal. *False*
19. Between the ages of 6 to 12 years, horsemen use the number of cups found in the incisors to determine the age of the horse. *False*
20. The market value of a horse increases rather sharply with maturity and then decreases with age.
21. Regardless of when a foal is born, horsemen consider its birth date to be June 1. *False*
22. Filing off the sharp edges of a horse's teeth is known as floating the teeth. *False*
23. Full-mouthed refers to a horse having a full mouth of feed. *True*
24. Establishing the age of a horse through the appearance of its teeth has just recently been perfected. *False*
25. Because the angle of the horse's teeth stays the same throughout the horse's life, it cannot be used to determine if teeth have been bishoped.
26. The practice of altering a horse's teeth to deceive the amateur is called floating the teeth.
27. The five basic body colors of a horse are black, bay, brown, white, and chestnut.
28. Dun and buckskin colors are modifications of the bay color pattern.

29. In the "Overo" paint color pattern the white color extends downward over the horse's back.
30. Star, stripe, snip, and blaze are common leg markings.
31. ~~A gray horse has a mixture of black and white hairs and pink skin.~~ **FAISE**
32. ~~Good horses come in all colors.~~ **True**
33. ~~A pedigree is a written record of an animal's ancestry.~~ **True**
34. ~~The male horse is known as the dam and the female horse is known as the sire on registration papers.~~ **False**
35. ~~Every horseman interested in the health of his or her horse should first master the language that describes the animal's parts.~~ **False** *male-sire female-dam*
36. The hock is the most important single joint of the horse.
37. A blemish does not affect the serviceability of the horse.
38. The ideal shoulder is long and sloping.
39. ~~The coffin bone is the bone of the foot of the horse.~~ **False**
40. A breed of horses may be defined as a group of horse having a common origin or possessing certain characteristics that are not common in other horses.
41. The Appaloosa, Arabian, Paint, and Quarter Horse will range between 14 to 17 hands high are among the "Light Horse Breed Class".
42. The American Paint Horse Association accepts for registry only spotted horses with quarter horse or thoroughbred conformation.
43. The Quarter Horse origin was primarily in the southwestern states of Texas, Oklahoma, New Mexico, Colorado, and Kansas.
44. The Palomino has a golden body with white, silver, or ivory mane and tail.
45. The Standardbred is the most common breed used for racing and sports.
46. The offspring of a horse and a donkey is called a mule.
47. Heavy feathering of the feet is a characteristic of the Percheron Breed.
48. Equines are considered to be ruminant animals.
49. ~~The building blocks, which make up the body's protein, are called amino acids.~~ **True**
50. The common form of roughage given to the horse kept in confinement is hay.
51. Concentrates are low in fiber and high in energy.
52. Calcium and phosphorus are the most commonly deficient minerals.
53. Oats are the most popular grains that horsemen feed to horses because they are highly palatable, and higher in fiber content than corn or barley.
54. ~~Water is not a nutrient because it is readily available and is not supplemented in the horse's ration.~~ **False**
55. ~~The primary function of carbohydrates and fats is to provide energy.~~
56. Factors such as individuality, body composition, environmental temperatures, and humidity can affect the



energy requirements of a horse.

57. Digestible protein requirements for maintenance of horses will range from approximately .5 to .7 grams per kilogram of body weight per day.

Lactating mares consume more feed than an idle horse.

59. A balanced ration is a mixture of feeds that will meet the horse's nutrient requirements for one day.

60. Older horses need a low-energy feed that is difficult to digest.

61. Young foals should be started on a mixed concentrate ration within a few days after birth.

62. The first step in learning about equine health is to determine what are the normal signs in a healthy horse.

63. The normal temperature of a horse is between 99.5 to 101.5 degrees F.

64. Normal adult horses have a heart rate of 28 to 40 beats per minute while foals will range from 60 to 80.

65. The normal respiration rate for a horse is 8 to 16 breaths per minute and will triple when it walks.

66. First aid kits should be located in the stable, but is not necessary to carry with you when transporting your animal.

67. When an injury occurs, the horse owner must judge its severity and decide whether or not to call a veterinarian.

68. If a wound is bleeding profusely, the first step in treatment is call your veterinarian.

69. Injuries are not very serious unless they cut the skin.

If a horse becomes lame suddenly, check each hoof to see if a foreign body is lodged in the coronet.

71. An injection for lockjaw should be given if your horse becomes Froggy.

72. A substance with the capacity to inhibit the growth of or kill microorganisms is called an antibiotic.

73. Some common symptoms of parasite infestation include weakness, poor hair coat, and tail rubbing.

74. Strongyles are the least harmful of internal parasites.

75. External parasites are not harmful to horses because they only annoy them.

76. The best way to treat parasites is to have rigid management practices.

77. Blister beetles are very toxic to horses.

78. One of the first signs that a horse is sick is the fact that he will clean up all his feed.

79. A horse should be vaccinated annually for "colic".

80. The "Coggin's Test" was developed to test horses for rabies.

81. One should vaccinate horses against all five types of "Equine Encephalomyelitis".

82. The function of the halter is to hold the bit in the horse's mouth.

83. The curb bit works with direct action on a horse's mouth.

84. The horn on the Western Saddle is used to alert others that you are coming down the trail.

85. Nylon halters are the safest types of halter for horses in pastures.

86. The fork is part of the tree of the Western Saddle.

87. The English Saddle is used mainly for roping.

88. Racing Saddles are forms of the English Saddle.

89. A barren mare is a mare that has not had a colt.

90. Stud and stallions are male horses.

91. A filly is a female horse that has not had a foal.

April 2, 2002

Leslie,

Attached you will find a draft of the objectives I would like for [redacted] to work toward mastering next year. She has really made incredible gains this year! She can count to 50 with a little bit of help, but can count to 30 pretty much on her own. I think she gets a little tired of counting and gives up too soon. By her saying 3-teen, 4 teen, 5 teen, has really helped her in the counting process. She can also take number cards to 30 and put them into order. She gets a tiny bit confused every once in awhile, but for the most part, she can do this all on her own- for sure she has mastered 70%. [redacted] calculator skills have also increased. She was having difficulty remembering to put the decimal in and now she does it consistently. [redacted] is working hard with touch math, getting more and more problems right day after day with less and less help. She is also working very hard with her time and money. She is now telling time not only to the ½ hour, but also to the 15, and 45 minutes after. She is getting ready to move on to the 10, 20, 40, 50 minute after. She is counting coins up to \$0.44 (sometimes she needs a little help, but for the most part, she counts by herself). We have also been working on fractions by cutting candy bars. [redacted] really got into this and really amazed me how she called out the right fractional parts. We are getting ready to work on measuring sugar with cups.

Objective 1, 4, & 5, were ones from last year that we are still working on. Objective 2 is just reworded since she has mastered her objective of telling time to the ½ hour. Objective 3 is reworded since we still need to keep progressing on money. Objective 6 should really help [redacted] with her counting skills. Objective 7 and 8 have to do with touch math. I have lots of worksheets on touch math and [redacted] is really doing well with this. The program moves along at a slow pace and slowly introduces two digits. I know [redacted] can accomplish this. I really want to get her here because I think she will feel like she is doing something hard. Objective 9 – we work on problem solving, and Objective 10 – I want to still work on fractions with real life representations. I have ordered a pizza fraction game that I think [redacted] will really like.

Leslie, feel free to change, delete, add to any of these objectives. You should really be proud of [redacted] she is doing a great job for me. I know you get frustrated sometimes, but don't give up.

Thanks,

[redacted]

ID#: [REDACTED]

Annual Goals and Short -Term Instructional Objectives

Draft: 5/7/2008

Enrolled Grade: 12

For Individualized Education Program (IEP) 1 2  
WITH REPORTING PERIOD UPDATES

Accepted by ARD Committee: 5/13/2008

Schedule for Evaluation  every six weeks  other \_\_\_\_\_  
Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.  
Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes.

Instructional Services  Related Services (Specify): \_\_\_\_\_  
Responsible Implementor(s) (title only): Special Education Teacher

Subject Area(s): Secondary Math

Measurable Annual Goals: [REDACTED] will master Secondary Math skills at the functional level measured by equivalent pre, mid and post criterion referenced testing and addressing these specific identified educational needs:

Short Term Objectives The student will:	Indicate Level of Mastery Criteria	Evaluation Procedure Codes (A)	Evaluation Codes (B) see below for codes and level of supervision/ sufficient student progress <sup>4</sup>												Date Regression? <sup>3</sup> y/n				
			Date: Code	Progress (y/n)	Date: Code	Progress (y/n)	Date: Code	Progress (y/n)	Date: Code	Progress (y/n)	Date: Code	Progress (y/n)	Date: Code	Progress (y/n)					
given an amount of money owed, [REDACTED] will choose the correct currency with which to pay (integrate choosing currency and dollar up strategy)	70 %	B, C, G																	
read and understand place value from thousands to hundredths	80 %	B, C, G																	
given a recipe, [REDACTED] will accurately measure cups (whole, 1/2, 1/4, 1/3), teaspoons (whole, 1/2, 1/4), and tablespoons (whole) to complete the recipe.	90 %	B, D, G																	
given a checkbook, [REDACTED] will write checks to pay bills and balance the checkbook using a calculator.	80 %	B, D, G																	
given a manual clock, [REDACTED] will tell time to the nearest hour, half-hour, and quarter-hour	90 %	B, D, G																	
given 2 events and estimated amount of time to complete each, [REDACTED] will calculate elapsed time needed to complete both events.	80 %	B, D, G																	
given prices of several items, [REDACTED] will use the dollar up strategy to estimate the total cost of the items (calculator allowed).	80 %	B, C, G																	
given prices of several items, [REDACTED] will calculate exact total amount using a calculator, including 8.25% tax.	80 %	B, C, G																	

(A) Evaluation Procedure Codes

- A. Teacher-made Tests
- B. Observations
- C. Weekly Tests
- D. Unit Tests
- E. Student Conferences
- F. Work Samples
- G. Portfolios
- H. Other: \_\_\_\_\_

(B) Evaluation Codes

- 1. Mastered
- 2. Continued-satisfactory progress
- 3. Continued-minimal progress
- 4. Not yet introduced

(B) Level of Supervision

- C = close
- S = some
- N = none

1. Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
2. Criteria and schedule must allow, for determining student's eligibility for participation in extracurricular activities.
3. If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, write "y".
4. Write "y" or "n" each 6 weeks to denote if the student's progress is sufficient to enable him/her to achieve the goal(s) by the end of the IEP period.

Student Name: [REDACTED] Goodfellow

ARD 800

Copy - Eligibility Folder; Case Manager; Parent/Student

Revised 6/03

Date of Meeting: 05/13/2008

Page 8 of 22



ID#: [REDACTED]

Enrolled Grade: 12

Annual Goals and Short-Term Instructional Objectives

Draft: 05/17/2007

For Individualized Education Program (IEP) 1 2  
WITH REPORTING PERIOD UPDATES

Accepted by ARD Committee: 08/24/2007

Schedule for Evaluation  every six weeks  other \_\_\_\_\_  
Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.  
Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes.

Instructional Services  Related Services (Specify): \_\_\_\_\_  
Responsible Implementor(s) (title only): teacher

Subject Area(s): Secondary Math

Measurable Annual Goals: [REDACTED] will master Secondary functional math objectives as measured by independent performance on equivalent criterion referenced pre (beginning of year), mid (end of semester) and post (end of year) testing and addressing the following needs:

Short Term Objectives	Indicate Level of Mastery Criteria	Evaluation Procedure Codes (A)	Evaluation Codes (B) see below for codes and level of supervision/ sufficient student progress <sup>4</sup>												Date	Regression? <sup>3</sup> y/n			
			Date: 10/05/2007 Code	Y <sup>1</sup> / N <sup>2</sup>	Date: 11/16/2007 Code	Y <sup>1</sup> / N <sup>2</sup>	Date: 01/17/2008 Code	Y <sup>1</sup> / N <sup>2</sup>	Date: 02/29/2008 Code	Y <sup>1</sup> / N <sup>2</sup>	Date: 04/18/2008 Code	Y <sup>1</sup> / N <sup>2</sup>	Date: _____ Code	Y <sup>1</sup> / N <sup>2</sup>					
1. Read money amounts/price tags in dollars and cents when given in number form to \$20.00.	70 %	A, D, F, H	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y		
2. Using a calculator add and subtract money amounts with decimal points with 80% accuracy (i.e., in checkbook registry format).	80 %	A, D, F, H	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y		
3. When rounding money amounts, round to the next dollar up to determine the amount of money needed to make a purchase.	70 %	A, D, F, H	2	C	Y	2	C	Y	2	S	Y	2	S	Y	2	S	Y		
4. Write money amounts in dollars and cents using decimal point when given in word form or orally dictated (amounts to \$20.00).	70 %	A, D, E, H	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	Y		
5. Given a tax chart, read the chart to determine the amount of tax on a total price.	70 %	A, D, F, H	2	S	Y	2	S	Y	2	S	Y	2	S	Y	2	S	N		
6. Identify and understand place value as it relates to money up to \$20.00.	70 %	A, D, F, H	2	C	Y	2	C	Y	2	S	Y	2	S	Y	2	S	Y		
7. Count the number of hours between routine (i.e., 1st and 3rd periods getting up and going to school, going to work and going home).	70 %	A, D, F, H	4	N	N	3	C	Y	3	C	Y	3	C	Y	3	C	Y		
8. Read fractions in recipes 1/2, 1/3, 1/4, etc.	70 %	A, D, F, H	4	N	N	4	N	N	4	N	N	2	S	N	2	S	Y		

(A) Evaluation Procedure Codes

- A. Teacher-made Tests
- B. Observations
- C. Weekly Tests
- D. Unit Tests
- E. Student Conferences
- F. Work Samples
- G. Portfolios
- H. Other: Weekly work samples

1. Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.
2. Criteria and schedule must allow, for determining student's eligibility for participation in extracurricular activities.
3. If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, write "y".
4. Write "y" or "n" each 6 weeks to denote if the student's progress is sufficient to enable him/her to achieve the goal(s) by the end of the IEP period.

Student Name: [REDACTED] Goodfellow

(B) Evaluation Codes

1. Mastered
2. Continued-satisfactory progress
3. Continued-minimal progress
4. Not yet introduced

(B) Level of Supervision

- C = close
- S = some
- N = none

Enrolled Grade: 12  
 Schedule for Evaluation  every six weeks  other  
 Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.  
 Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes.

Instructional Services  Related Services (Specify):  
 Subject Area(s): Secondary Math Responsible Implementor(s) (title only): Teachers

Measurable Annual Goals: will master Secondary functional math objectives as measured by independent performance on equivalent criterion referenced pre (beginning of year), mid (end of semester) and post (end of year) testing and addressing the following needs:

Short Term Objectives	Indicate Level of Mastery Criteria	Evaluation Procedure Codes (A)	Evaluation Codes (B) see below for codes and level of supervision/ sufficient student progress <sup>4</sup>												Date	Regression <sup>3</sup> y/n	
			Date: 10/03/2007	Code	Progress (y/n)	Date: 11/16/2007	Code	Progress (y/n)	Date: 01/17/2008	Code	Progress (y/n)	Date: 02/29/2008	Code	Progress (y/n)			Date: 04/18/2008
9. Match a given fraction to corresponding measuring tool (liquid and dry measuring cups and spoons) and determine the appropriate tools to use.	70 %	A, D, F, H	4	N	N	4	N	N	4	N	N	4	N	N	4	N	N
10. Measure items to the nearest inch using a ruler, tape measure, yardstick.	70 %	A, D, F, H	4	N	N	3	C	Y	3	C	Y	3	C	Y	3	C	Y
11. Determine a start time given a deadline (totaling under 1 hour) needed to complete a task and count backwards on the clock.	70 %	A, D, F, H	4	N	N	4	N	N	4	N	N	4	N	N	4	N	N
12. Read a simple chart, schedule or table (i.e., tax table, work schedule) by correctly answering questions related to the chart/schedule table.	70 %	A, D, F, H	4	N	N	3	C	Y	3	C	Y	3	C	Y	3	C	Y
13. Use a calendar to compare and order events.	70 %	A, D, F, H	2	C	Y	2	C	Y	2	C	Y	2	C	Y	2	C	Y

(A) Evaluation Procedure Codes  
 A. Teacher-made Tests B. Observations  
 C. Weekly Tests D. Unit Tests E. Student Conferences  
 F. Work Samples G. Portfolios H. Other: Weekly work samples

(B) Evaluation Codes  
 1. Mastered 2. Continued-satisfactory progress  
 3. Continued-minimal progress  
 4. Not yet introduced

(B) Level of Supervision  
 C = close  
 S = some  
 N = none

1. Goals and objectives for English as a second language and/or primary language development shall be included for a limited English proficient student as appropriate.  
 2. Criteria and schedule must allow, for determining student's eligibility for participation in extracurricular activities.  
 3. If, when school is not in session, the student will regress more than can be recouped in eight weeks on objectives, write "y".  
 4. Write "y" or "n" each 6 weeks to denote if the student's progress is sufficient to enable him/her to achieve the goal(s) by the end of the IEP period.  
 Student Name: Goodfellow  
 ARD 800 Copy - Eligibility Folder; Case Manager: Parent/Adult Student Revised 6/03 Date of Meeting: 08/24/2007 Page 7 of 25

# STUDENT ASSIGNMENTS

**CLASS:**  
**TEACHER:**  
**STUDENT:**

3-MATH 3 FND

## ASSIGNMENTS

No.	DESCRIPTION	DUE DATE	CATEGORY	GRADE	MAX	LETTER
1	FINDING SALES TAX	SEP 7	DAILY WORK	100	100	
2	ADDITION	SEP 10	DAILY WORK	100	100	
3	READING A TV SCHEDULE	SEP 18	DAILY WORK	98	100	
4	ADDING	SEP 20	DAILY WORK	100	100	
5	WORD PROBLEMS	SEP 20	DAILY WORK	100	100	
6	COUNTING BY 5'S	SEP 21	DAILY WORK	100	100	
7	SUBTRACTING	SEP 21	DAILY WORK	72	100	
8	SUBTRACTING PART B	SEP 21	DAILY WORK		100	
9	CALENDAR	SEP 25	DAILY WORK	86	100	
10	FINDING A PERCENTAGE OF ANOTHER NUMBER	SEP 25	DAILY WORK		100	
11	ROUNDING/ MENU MATH/ ADDITION	SEP 28	DAILY WORK	100	100	
12	MONEY MATH/ MATH CROSSWORD PUZZLE/ADDITION	OCT 2	DAILY WORK	100	100	
13	MONEY MATH / ADDITION	OCT 3	DAILY WORK	96	100	

CATEGORY	WEIGHT	POINTS / MAX PTS.	PERCENT	LETTER
DAILY WORK	25	1052 / 1100	96%	
MAJOR EVALUATIONS	75	0 / 0	%	

**96%**

## COMMENTS

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# STUDENT ASSIGNMENTS

**CLASS:**  
**TEACHER:**  
**STUDENT:**

3-MATH 3 FND

[REDACTED]  
[REDACTED]

## ASSIGNMENTS

No.	DESCRIPTION	DUE DATE	CATEGORY	GRADE	MAX	LETTER
1	ADDITION & SUBTRACTION PRACTICE	OCT 9	DAILY WORK	96	100	
2	MONEY MATH	OCT 9	DAILY WORK	60	100	
3	ADDITION & SUBTRACTION PRACTICE	OCT 11	DAILY WORK	84	100	
4	MAKING CHANGE	OCT 11	DAILY WORK		100	
5	MONEY MATH	OCT 11	DAILY WORK		100	
6	MONEY AND ADDITION	OCT 17	DAILY WORK		100	
7	TV SCHEDULE	OCT 22	DAILY WORK		100	
8	ADDITION	OCT 22	DAILY WORK	100	100	
9	MONEY WORD PROBLEMS	OCT 22	DAILY WORK	100	100	
10	ADDITION	OCT 22	DAILY WORK	100	100	
11	ROUNDING	OCT 22	DAILY WORK	100	100	
12	ROUNDING TO THE NEXT NUMBER	OCT 29	DAILY WORK	89	100	
13	ADDITION & SUBTRACTION	OCT 29	DAILY WORK	93	100	
14	TV SCHEDULE	OCT 29	DAILY WORK		100	
15	TIME	OCT 29	DAILY WORK	100	100	
16	ADDITION	OCT 29	DAILY WORK		100	
17	CHECKBOOK MATH	OCT 31	DAILY WORK	100	100	
18	ROUNDING	NOV 7	DAILY WORK	100	100	
19	ADDITION /MULTIPLICATION	NOV 7	DAILY WORK	100	100	
20	STORY PROBLEMS	NOV 7	DAILY WORK	77	100	
21	TELLING TIME	NOV 7	DAILY WORK	100	100	
22	ADDITION	NOV 9	DAILY WORK	100	100	
23	TIME	NOV 9	DAILY WORK		100	
24	SEQUENCING	NOV 9	DAILY WORK		100	
25	MULTIPLICATION	NOV 12	DAILY WORK		100	
26	TELLING TIME	NOV 15	DAILY WORK		100	
27	MONEY WORD PROBLEMS	NOV 15	DAILY WORK	100	100	
28	CHECKBOOK REGISTER	NOV 15	DAILY WORK		100	
29	TIME WORD PROBLEMS	NOV 15	DAILY WORK		100	
30	ADDITION	NOV 15	DAILY WORK	100	100	

CATEGORY	WEIGHT	POINTS / MAX PTS.	PERCENT	LETTER
DAILY WORK	25	1699 / 1800	94%	
MAJOR EVALUATIONS	75	0 / 0	%	

**94%**

## COMMENTS

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# STUDENT ASSIGNMENTS

**CLASS:**  
**TEACHER:**  
**STUDENT:**

3-MATH 3 FND

[REDACTED]  
[REDACTED]

## ASSIGNMENTS

No.	DESCRIPTION	DUE DATE	CATEGORY	GRADE	MAX	LETTER
1	DIVISION	DEC 3	DAILY WORK		100	
2	CHECKBOOK TRANSACTION	DEC 3	DAILY WORK	90	100	
3	DIVISION	DEC 3	DAILY WORK		100	
4	HORIZONTAL ADDING OF DECIMALS	DEC 3	DAILY WORK		100	
5	ADDING & SUBTRACTION	DEC 3	DAILY WORK	100	100	
6	TIME	DEC 3	DAILY WORK	76	100	
7	ROUNDING TO THE NEAREST DOLLAR	DEC 3	DAILY WORK	75	100	
8	ADDITION & SUBTRACTION	DEC 3	DAILY WORK	92	100	
9	TIME TO THE QUARTER HOUR	DEC 3	DAILY WORK	70	100	
10	CALENDAR	DEC 3	DAILY WORK	100	100	
11	2 DIGIT ADDITION	DEC 3	DAILY WORK		100	
12	ADDITION 7 SUBTRACTION	DEC 3	DAILY WORK		100	
13	MIXED PRACTICE	DEC 3	DAILY WORK		100	
14	MULTIPLICATION	DEC 3	DAILY WORK		100	
15	MULTIPLICATION	DEC 3	DAILY WORK		100	
16	TIME	DEC 3	DAILY WORK		100	
17	MULTIPLICATION WORD PROBLEMS	DEC 5	DAILY WORK		100	
18	ROUNDING	DEC 5	DAILY WORK		100	
19	MIXED PRACTICE	DEC 5	DAILY WORK		100	
20	CHECKBOOK	DEC 5	DAILY WORK	90	100	
21	CHECKBOOK	DEC 13	DAILY WORK		100	
22	ROUNDING	DEC 13	DAILY WORK	94	100	
23	ADDITION	DEC 13	DAILY WORK	72	100	
24	ADDITION	DEC 13	DAILY WORK	78	100	
25	ADDITION & SUBTRACTION	DEC 13	DAILY WORK	97	100	
26	CHECKBOOK	DEC 13	DAILY WORK		100	
27	ROUNDING	DEC 13	DAILY WORK		100	
28	ROUNDING TO THE NEAREST DOLLAR	DEC 13	DAILY WORK		100	
29	MEASUREMENT	DEC 14	DAILY WORK	100	100	
30	EQUALITIES	DEC 14	DAILY WORK		100	
31	MEASURING	DEC 19	DAILY WORK	100	100	
32	PLACE VALUE	JAN 9	DAILY WORK		100	
33	REVIEW	JAN 11	DAILY WORK	100	100	

CATEGORY	WEIGHT	POINTS / MAX PTS.	PERCENT	LETTER
DAILY WORK	25	1334 / 1500	89%	
MAJOR EVALUATIONS	75	0 / 0	%	

**89%**

## COMMENTS

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**Math 2007-2008 School Year – First Semester  
Graded Work Matching IEP Goals and Objectives**

<b>Goal</b>	<b># of papers prior to 9/27 parent/teacher conference</b>	<b># papers after 9/27 parent teacher conference</b>
1. Read money amounts/price tags in dollars and cents when given in number form to \$20.00.	0	0
2. Using a calculator add and subtract money amounts with decimal points with 80% accuracy (i.e., in checkbook registry format).	0	16
3. When rounding money amounts, round to the next dollar up to determine the amount of money needed to make a purchase.	0	2
4. Write money amounts in dollars and cents using decimal point when given in word form or orally dictated (amounts to \$20.00).	0	0
5. Given a tax chart, read the chart to determine the amount of tax on a total price.	1	0
6. Identify and understand place value as it relates to money up to \$20.00.	0	0
7. Count the number of hours between routine (i.e., 1 <sup>st</sup> and 3 <sup>rd</sup> periods, getting up and going to school, going to work and going home).	0	2
8. Read fractions in recipes $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , etc.	0	0
9. Match a given fraction to corresponding measuring tool (liquid and dry measuring cups and spoons) and determine the appropriate tools to use.	0	0
10. Measure items to the nearest inch using a ruler, tape measure, yardstick.	0	1
11. Determine a start time given a deadline (totaling under 1 hour) needed to complete a task and count backwards on the clock.	0	0
12. Read a simple chart, schedule or table (i.e., tax table, work schedule) by correctly answering questions related to the chart/schedule table.	0	0
13. Use a calendar to compare and order events.	0	0
<b>Total Papers related to goals - 22 out of 79</b>	<b>1</b>	<b>21</b>



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**Date:** Thu, 27 Sep 2007 17:59:12 -0700 (PDT)

**From:** "leslie goodfellow" [Add to Address Book](#) [Add Mobile](#)  
Alert

**Subject:** -parent/teacher conference Math

**To:**

**CC:**

On Tuesday (9/25/07) I met with to discuss my concerns with math class. I brought with me the pre-test that had given to (per IEP) and the graded work samples and homework that had been sent home. was also in attendance. We discussed the following:

1. was pretested on 6 out of 13 IEP goals and objectives.
2. Of those 6, the pre-test data showed mastered 3.
3. Of those 3, agreed that the current pretest measured only material that could already do; therefore, this pretest could NOT be used to measure growth throughout the year as intended.
4. Of the graded classroom work samples sent home (9 papers), only one correlated with an IEP goal and objective and this one showed mastery with a grade of 94. The other worksheets consisted of single digit math problems (six 100's and one 80).
5. The single digit math worksheets were completed in class by counting manipulatives. use of manipulatives to count would be regression. had been given these worksheets because she liked what the other students were working on (dot-to-dot to count by 5's, worksheets with flowers, bubbles, etc.).

After listening to our concerns, agreed to:

1. Redo the pre-test to show a true measurement of present levels of performance so that progress can be documented.
2. Give homework based on IEP goals and objectives or current lesson.
3. Teach to read amounts up to "hundreds" on IEP goal #1.
4. Give work that would be more challenging and related to her IEP. (ex., use calculator to solve word problems, calculate 8.25 percent tax to replace current use of 7 percent tax chart which is mastered).
5. For now, will focus on teaching goals 1,2,7,9, and 11.

I'm sure that has additional work that I have not had the chance to see, but I have real concerns about whether or not this work would be related to her IEP goals and objectives or be a regression from what she has already mastered in years past. seemed receptive to the suggestions that we made and I will make an appointment for another

parent/teacher conference at the end of October. I do not want another year to end in compensatory service tutoring over the summer so I hope that these issues will be resolved quickly.

Leslie

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Goal ?**What Numbers Are Missing? I**

Fill in the missing numbers. You can use your number chart to help you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Fill in the missing numbers.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

32	33	34	35	36	37	38	39	40
42	43	44	45	46	47	48	49	50
52	53	54	55	56	57	58	59	60

GOAL # ?

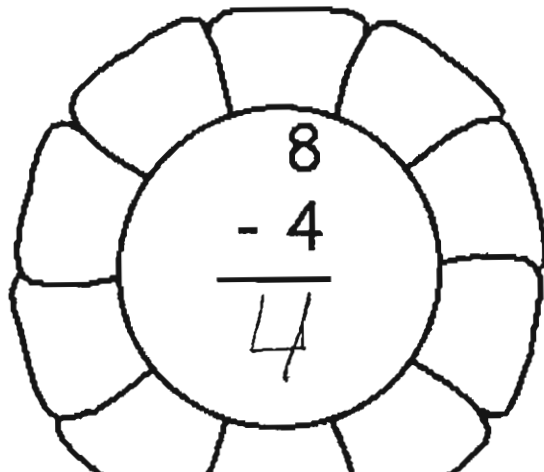
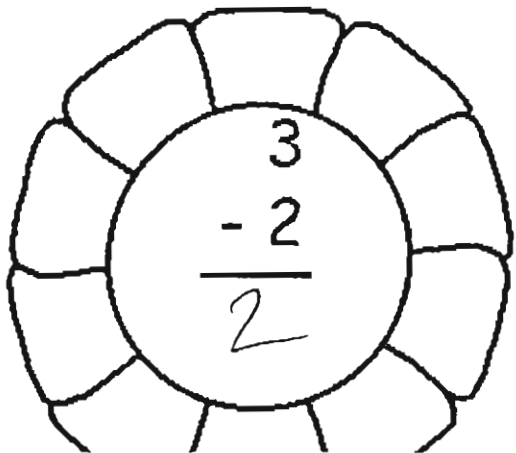
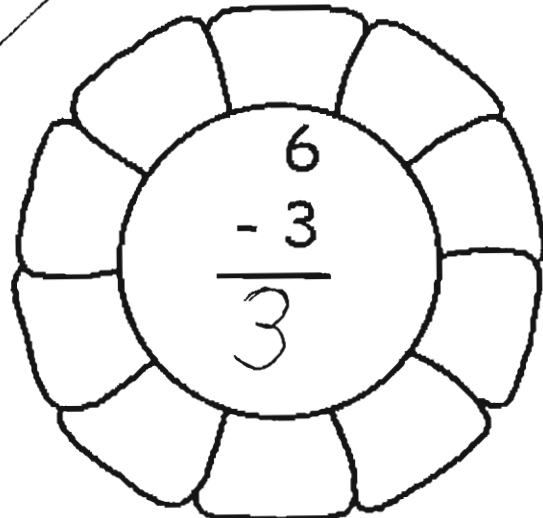
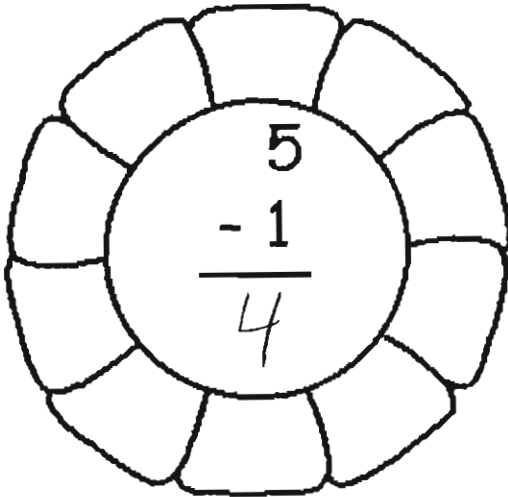
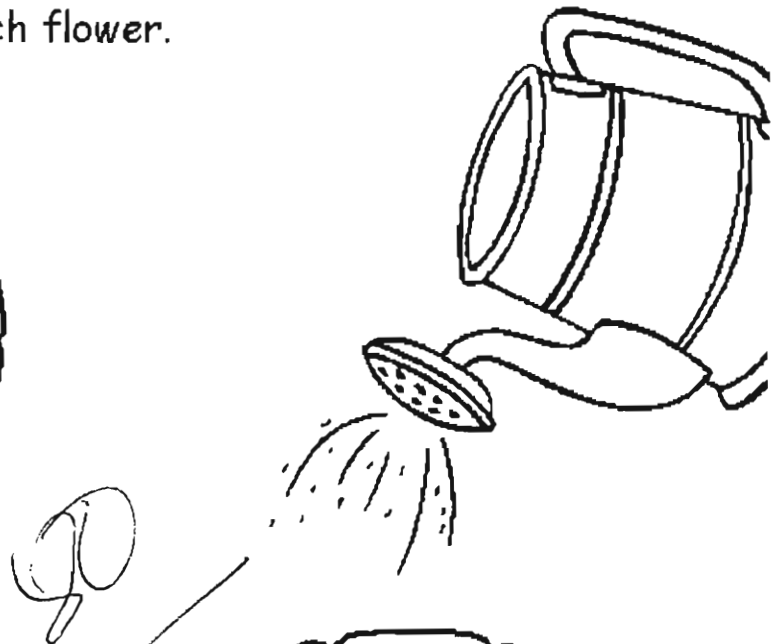
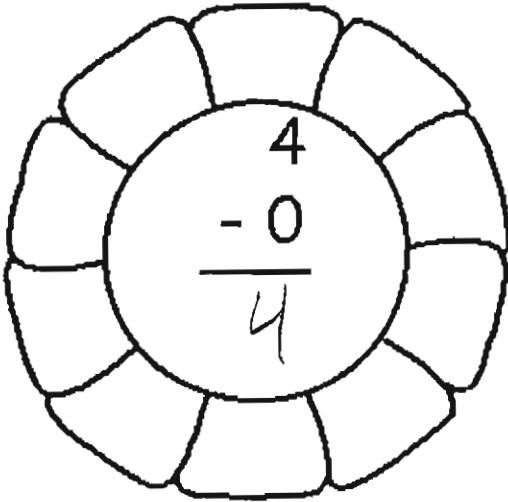
8/30/07

KidZone

Grade 1 subtraction

Name: [REDACTED]

Subtract the numbers in each flower.











GOAL \_\_\_\_\_

100

**kidZone.ws**

Name: \_\_\_\_\_



SEP 9/20/07 Math Worksheets



$$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ -0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 4 \\ -3 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 0 \\ -0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 0 \\ -0 \\ \hline 0 \end{array}$$

0 1 2 3 4 5 6 7 8 9

6/30/07  
600 E. Ford  
OW

Solve the following problems by totaling the coins in each question.

1. What is the value of three pennies, five nickels, five dimes and four quarters?  $1.00$

\$  $\overline{\hspace{1cm}}$   $1.78$
2. What is the value of four pennies, five nickels and five dimes?  $0.04$   $0.25$   $0.50$

\$  $\overline{\hspace{1cm}}$
3. What is the value of one penny, two nickels, one dime and four quarters?  $0.01$

\$  $\overline{\hspace{1cm}}$
4. What is the value of four pennies, four nickels and four dimes?  $0.04$   $0.20$

\$  $\overline{\hspace{1cm}}$
5. What is the value of four pennies, four nickels, four dimes and two quarters?  $0.04$   $0.20$

\$  $\overline{\hspace{1cm}}$
6. What is the value of four pennies, five nickels and three dimes?  $0.04$   $0.25$

\$  $\overline{\hspace{1cm}}$
7. What is the value of three pennies, one nickel, one dime and one quarter?  $0.03$   $0.05$

\$  $\overline{\hspace{1cm}}$

8. What is the value of one penny, one nickel, five dimes and two quarters?

\$  $\overline{\quad}$

9. What is the value of two pennies, three nickels, four dimes and one quarter?

\$  $\overline{\quad}$

10. What is the value of four pennies, two nickels, five dimes and three quarters?

\$  $\overline{\quad}$

Nice job!

Good fellow  
10/2/07

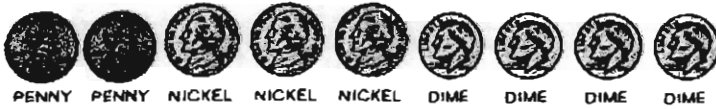
Solve the following problems by totaling the coins in each question.

1. What is the value of:



\$ 1.55

2. What is the value of:



\$ .57    .02 + .15 + .40 =

3. What is the value of:



\$ 1.36    .01 + .10 + .50 + .75

4. What is the value of:



\$ .43

.03 + .05 + .10 + .25

5. What is the value of:



\$ 3.23

6. What is the value of:



\$ 1.94

7. What is the value of:



\$ 0.75

8. What is the value of:



\$ 1.84

9. What is the value of:



\$ 0.94

10. What is the value of:



\$ 1.81

Check Answers

Reset



Name: [REDACTED]

GOODFELLOW SEA 9/13/07

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array} \checkmark$$

$$\begin{array}{r} 10 \\ 1 \\ + 3 \\ \hline 4 \end{array} \checkmark$$



$$\begin{array}{r} 5 \\ + 9 \\ \hline 14 \end{array} \checkmark$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array} \checkmark$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array} \checkmark$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array} \checkmark$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array} \checkmark$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline 18 \end{array} \checkmark$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array} \checkmark$$

$$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array} \checkmark$$

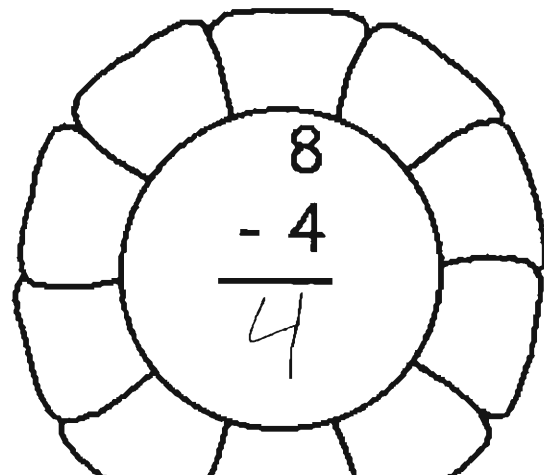
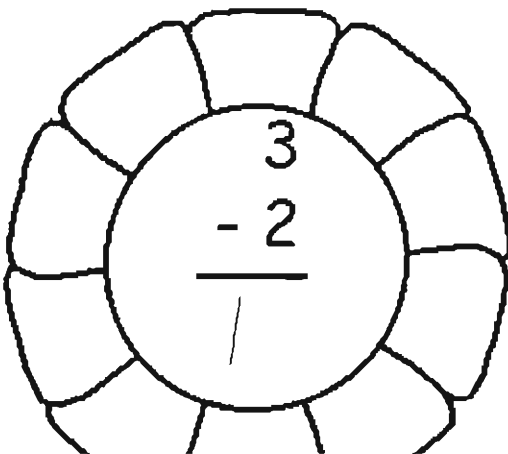
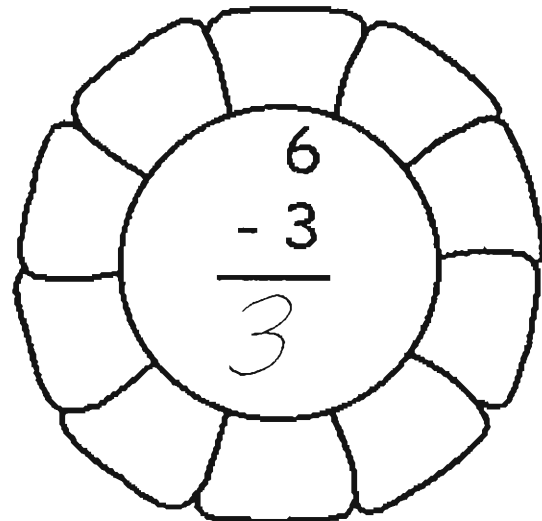
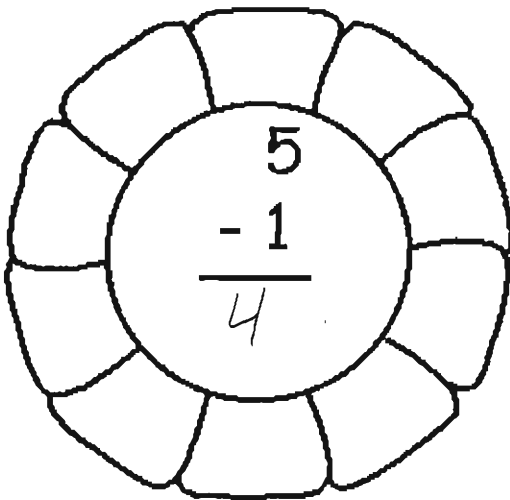
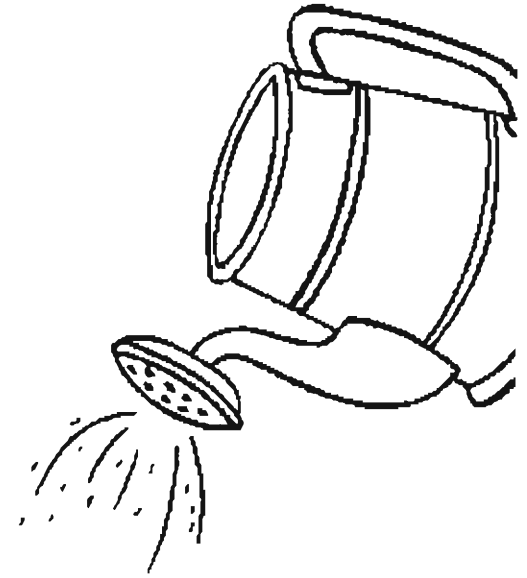
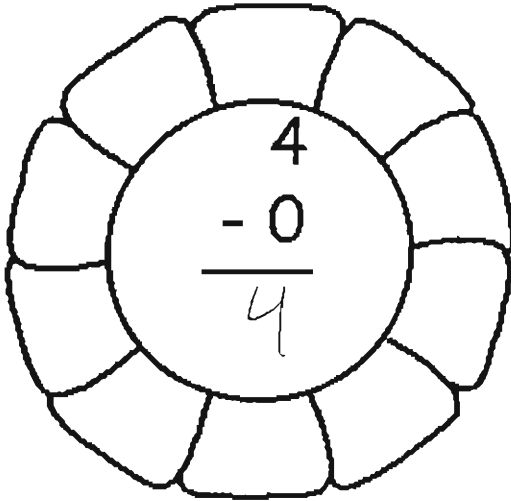
0 1 2 3 4 5 6 7 8 9

SEP 21 18/07  
KidZone.

Name: ~~XXXXXXXXXX~~ GOODFELLOW

Grade 1 subtraction

Subtract the numbers in each flower.



Name: Friday ~~\_\_\_\_\_~~ good fellow <sup>24/07</sup>



$$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$$

0 1 2 3 4 5 6 7 8 9

Name: ~~\_\_\_\_\_~~ GOODYELLOW 9/25/07

Grade 1 addition

Add the numbers in each leaf.



$$\begin{array}{r} 7 \\ +1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \\ +1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ +4 \\ \hline 10 \end{array}$$

Name: Thursday ~~\_\_\_\_\_~~ Goodfellow

9/25/07



$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 1 \\ + 10 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

0 1 2 3 4 5 6 7 8 9



GOAL# →

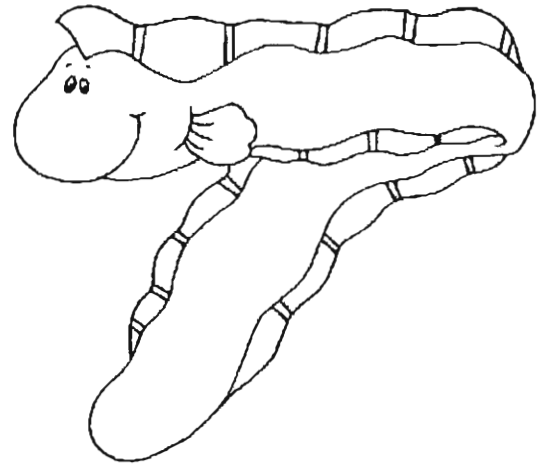
SEP + 9/18/07  
www.KidZone.com

Name: GOODFELLOW

Grade 2 math

Circle the largest number in each bubble

20  
16



76  
13

60  
52

38  
63

94  
59

GOAL # \_\_\_\_\_

Homework

9/18/07

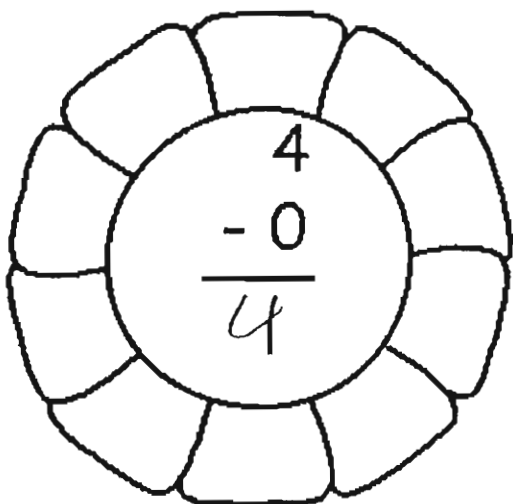
Name: \_\_\_\_\_

~~GOODFELLOW~~ GOODFELLOW

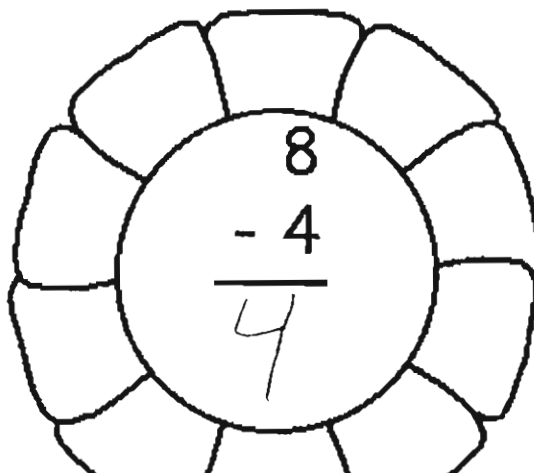
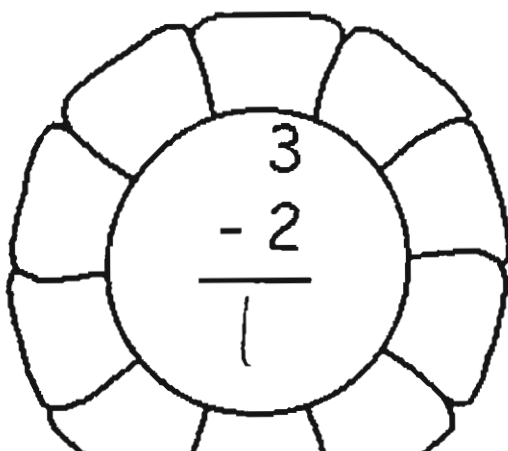
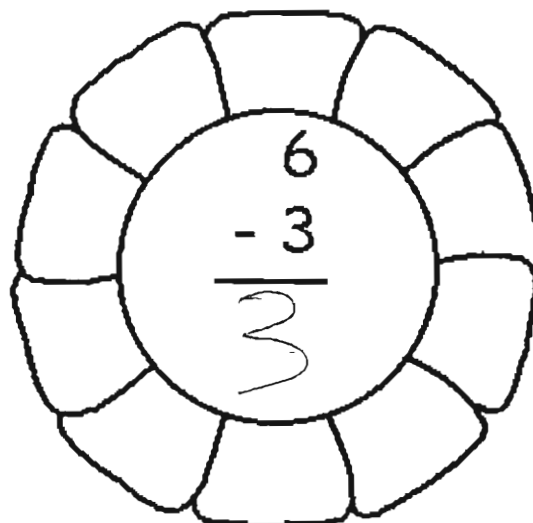
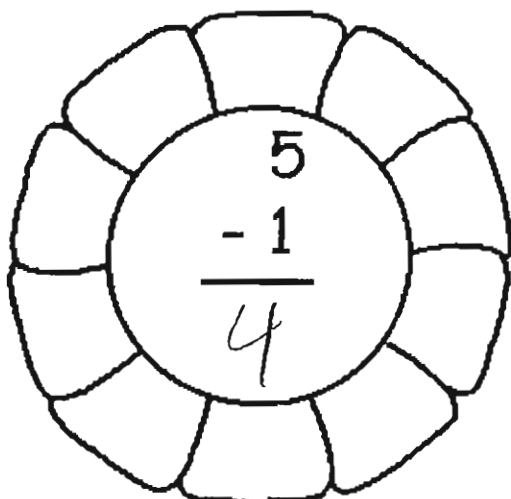
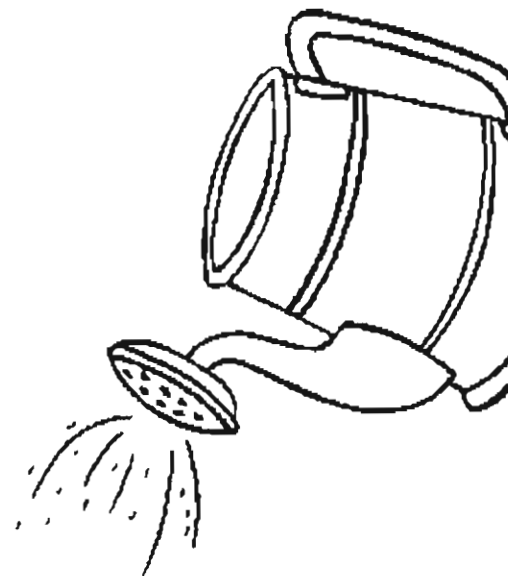
Sept **KidZone.**

Grade 1 subtractio

Subtract the numbers in each flower.



100



GOAL \_\_\_\_\_

Name: GOODFELLOW SEPT 9/19/07

kidZone.ws

Math Worksheets

$$\begin{array}{r} 69884 \\ - 57601 \\ \hline 12283 \end{array}$$

$$\begin{array}{r} 97126 \\ - 59400 \\ \hline 37726 \end{array}$$



$$\begin{array}{r} 91800 \\ - 74630 \\ \hline 17170 \end{array}$$

$$\begin{array}{r} 38556 \\ - 16805 \\ \hline 21751 \end{array}$$

$$\begin{array}{r} 38855 \\ - 18103 \\ \hline 20752 \end{array}$$

$$\begin{array}{r} 98490 \\ - 25326 \\ \hline 73164 \end{array}$$

$$\begin{array}{r} 50202 \\ - 25201 \\ \hline 25001 \end{array}$$

$$\begin{array}{r} 98788 \\ - 21525 \\ \hline 77263 \end{array}$$

$$\begin{array}{r} 64697 \\ - 45410 \\ \hline 19287 \end{array}$$

$$\begin{array}{r} 59452 \\ - 57873 \\ \hline 1579 \end{array}$$

0 1 2 3 4 5 6 7 8 9

Name: ~~XXXX~~

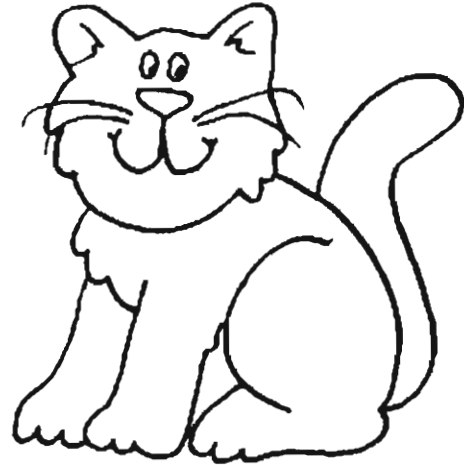
Goodfellow Sept 9/19/07

KidZone.ws

Math Worksheets

$$\begin{array}{r} 67703 \\ - 66249 \\ \hline 1454 \end{array}$$

$$\begin{array}{r} 74408 \\ - 40256 \\ \hline 34152 \end{array}$$



$$\begin{array}{r} 76106 \\ - 57135 \\ \hline 18971 \end{array}$$

$$\begin{array}{r} 85418 \\ - 73093 \\ \hline 12325 \end{array}$$

$$\begin{array}{r} 89365 \\ - 52036 \\ \hline 37329 \end{array}$$

$$\begin{array}{r} 11440 \\ - 11005 \\ \hline 435 \end{array}$$

$$\begin{array}{r} 60336 \\ - 14378 \\ \hline 45958 \end{array}$$

$$\begin{array}{r} 20521 \\ - 16402 \\ \hline 4119 \end{array}$$

$$\begin{array}{r} 92061 \\ - 62327 \\ \hline 29734 \end{array}$$

$$\begin{array}{r} 26676 \\ - 15584 \\ \hline 11092 \end{array}$$

0 1 2 3 4 5 6 7 8 9

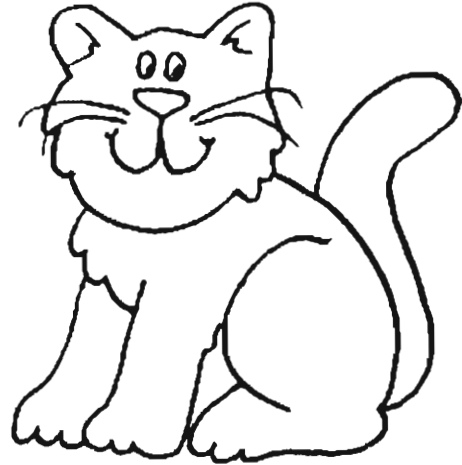
Name:

~~XXXXXXXXXX~~ goodfellow sept 9/19/07 Math Worksheets

KidZone.ws

$$\begin{array}{r} 24527 \\ - 15440 \\ \hline 9087 \end{array}$$

$$\begin{array}{r} 74746 \\ - 35914 \\ \hline 38832 \end{array}$$



$$\begin{array}{r} 19106 \\ - 17391 \\ \hline 1715 \end{array}$$

$$\begin{array}{r} 39860 \\ - 10510 \\ \hline 29350 \end{array}$$

$$\begin{array}{r} 46309 \\ - 20046 \\ \hline 26263 \end{array}$$

$$\begin{array}{r} 69430 \\ - 64073 \\ \hline 5357 \end{array}$$

$$\begin{array}{r} 73633 \\ - 58858 \\ \hline 14775 \end{array}$$

$$\begin{array}{r} 78348 \\ - 43756 \\ \hline 34592 \end{array}$$

$$\begin{array}{r} 47772 \\ - 20347 \\ \hline 27425 \end{array}$$

$$\begin{array}{r} 19952 \\ - 12717 \\ \hline 7235 \end{array}$$

0 1 2 3 4 5 6 7 8 9



Name:                      doodye how sea all 10/07



$$\begin{array}{r} 74405 \\ - 50963 \\ \hline 23442 \end{array}$$

$$\begin{array}{r} 43091 \\ - 36816 \\ \hline 6275 \end{array}$$

$$\begin{array}{r} 40696 \\ - 40544 \\ \hline 152 \end{array}$$

$$\begin{array}{r} 68415 \\ - 61883 \\ \hline 6532 \end{array}$$

$$\begin{array}{r} 24906 \\ - 20047 \\ \hline 4859 \end{array}$$

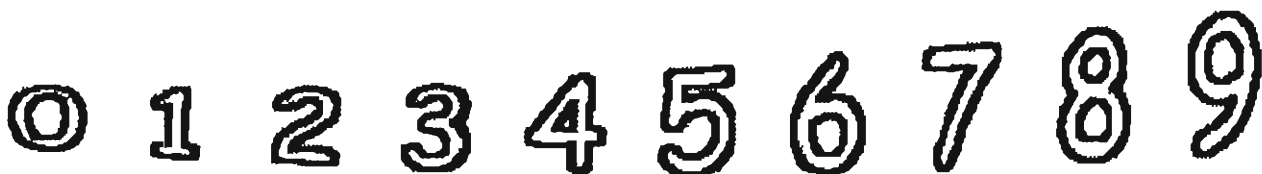
$$\begin{array}{r} 86005 \\ - 20861 \\ \hline 65144 \end{array}$$

$$\begin{array}{r} 14974 \\ - 11446 \\ \hline 3528 \end{array}$$

$$\begin{array}{r} 35218 \\ - 15733 \\ \hline 19485 \end{array}$$

$$\begin{array}{r} 49591 \\ - 47548 \\ \hline 2043 \end{array}$$

$$\begin{array}{r} 64460 \\ - 43249 \\ \hline 21211 \end{array}$$



# How Many Cents?

*Answer*



quarter  
25¢

half dollar  
50¢



Count the coins and write the amount of money.

<p>A.  <u>24</u> ¢</p>	<p>B.  <u>55</u> ¢</p>	<p>C.  <u>35</u> ¢</p>
<p>D. <sup>50</sup> <u>52</u> ¢</p>	<p>E. <sup>25</sup> <u>30</u> ¢</p>	<p>F. <sup>50</sup> <u>70</u> ¢</p>
<p>G. <sup>25</sup> <u>50</u> ¢</p>	<p>H. <sup>25</sup> <u>37</u> ¢</p>	<p>I. <sup>50</sup> <u>65</u> ¢</p>
<p>J. <sup>25</sup> <u>33</u> ¢</p>	<p>K. <sup>5</sup> <u>60</u> ¢</p>	<p>L. <sup>25</sup> <u>60</u> ¢</p>

*25  
10  
5*

*50  
10  
5*

*50  
10  
60*

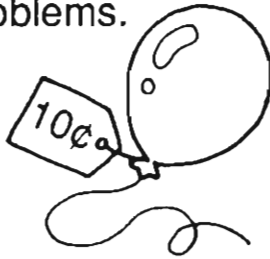
5 10 15 20 25 30 35 40

**Try This!** List six different coin combinations for 75¢.

*50  
10  
5  
+ 1*

# At the Toy Store

Solve the problems.



A. Jim bought a balloon and a book. How much money did he spend?

\_\_\_\_\_

F. David has a quarter and a nickel. He wants to buy two different toys. What toys can he get?

\_\_\_\_\_

B. Ann had two dimes. She bought a pail. How much change did she get?

\_\_\_\_\_

G. Pat wants to buy a book. He has a quarter. How many pennies does he need?

\_\_\_\_\_

C. Gerry bought a box of crayons. He gave the store clerk a quarter. How much change did he get?

\_\_\_\_\_

H. Laura bought a toy rabbit. She paid the exact amount with 4 coins. Draw the coins she used.

D. Maria bought two books. How much money did she spend?

\_\_\_\_\_

I. Kirk has three nickels. Which toy can he buy?

\_\_\_\_\_

E. Kelly bought the two most expensive toys. How much did they cost altogether?

\_\_\_\_\_

J. Shelly wants to buy three different toys. What is the least amount she can spend?

\_\_\_\_\_

**Try This!** List two toys from above that you would like to buy. Draw the coins you would use to pay for them.

Name ████████ GOODFELLOW Date SEPT 9/16/07

GOAL 3

ROUNDING

1.  $2.40 = \underline{2.00}$

2.  $5.81 = \underline{6.00}$

3.  $3.33 = \underline{3.00}$

4.  $.89 = \underline{1.00}$

5.  $.79 = \underline{1.00}$

6.  $1.09 = \underline{1.00}$

7.  $2.15 = \underline{2.00}$

8.  $12.03 = \underline{12.00}$

9.  $11.19 = \underline{11.00}$

10.  $14.07 = \underline{14.00}$

Goal 3  
Should  
only be  
rounding up

Friday

BOON FELLOW  
9/6/07

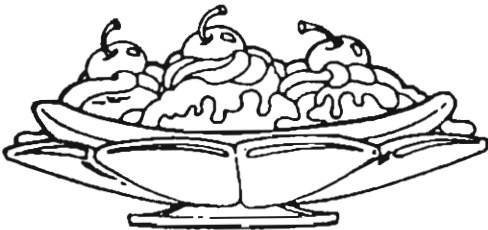
## Finding Sales Tax

Some states charge sales tax. When you buy food in a restaurant, you must pay sales tax. The amount of money you pay for sales tax depends on how much the food costs. Look carefully at the example below.

Ice Cream Parlor		
2	White Cakes	\$ 5.40
1	Fancy Sundae	2.60
	<b>Subtotal</b>	\$ 8.00
	<b>Tax</b>	.56
	<b>Total</b>	\$ 8.56

Directions:  
Follow the steps below.

1. Add the two items to find the **subtotal**.
2. Write in the **tax** from the Tax Table.
3. Add the **subtotal** and the **tax** to find the **total**.



You will be practicing with a **7% Sales Tax Table**. Find out from your teacher what tax rate your state charges.

The **subtotal** on the sample check above is **\$8.00**  
**\$8.00** is between **\$7.93** and **\$8.07** on the Tax Table. Tax owed is **\$.56**.

### 7% Tax Table

Amount of Sale	Tax	Amount of Sale	Tax
5.50 - 5.64	.39	7.22 - 7.35	.51
5.65 - 5.78	.40	7.36 - 7.49	.52
5.79 - 5.92	.41	7.50 - 7.64	.53
5.93 - 6.07	.42	7.65 - 7.78	.54
6.08 - 6.21	.43	7.79 - 7.92	.55
6.22 - 6.35	.44	<b>7.93 - 8.07</b>	<b>.56</b>
6.36 - 6.49	.45	8.08 - 8.21	.57
6.50 - 6.64	.46	8.22 - 8.35	.58
6.65 - 6.78	.47	8.36 - 8.49	.59
6.79 - 6.92	.48	8.50 - 8.64	.60
6.93 - 7.07	.49	8.65 - 8.78	.61
7.08 - 7.21	.50	8.79 - 8.92	.62



## 7% SALES TAX TABLE

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
14.08 - 14.21	.99	20.08 - 20.21	1.41	26.08 - 26.21	1.83
14.22 - 14.35	1.00	20.22 - 20.35	1.42	26.22 - 26.35	1.84
14.36 - 14.49	1.01	20.36 - 20.49	1.43	26.36 - 26.49	1.85
14.50 - 14.64	1.02	20.50 - 20.64	1.44	26.50 - 26.64	1.86
14.65 - 14.78	1.03	20.65 - 20.78	1.45	26.65 - 26.78	1.87
14.79 - 14.92	1.04	20.79 - 20.92	1.46	26.79 - 26.92	1.88
14.93 - 15.07	1.05	20.93 - 21.07	1.47	26.93 - 27.07	1.89
15.08 - 15.21	1.06	21.08 - 21.21	1.48	27.08 - 27.21	1.90
15.22 - 15.35	1.07	21.22 - 21.35	1.49	27.22 - 27.35	1.91
15.36 - 15.49	1.08	21.36 - 21.49	1.50	27.36 - 27.49	1.92
15.50 - 15.64	1.09	21.50 - 21.64	1.51	27.50 - 27.64	1.93
15.65 - 15.78	1.10	21.65 - 21.78	1.52	27.65 - 27.78	1.94
15.79 - 15.92	1.11	21.79 - 21.92	1.53	27.79 - 27.92	1.95
15.93 - 16.07	1.12	21.93 - 22.07	1.54	27.93 - 28.07	1.96
16.08 - 16.21	1.13	22.08 - 22.21	1.55	28.08 - 28.21	1.97
16.22 - 16.35	1.14	22.22 - 22.35	1.56	28.22 - 28.35	1.98
16.36 - 16.49	1.15	22.36 - 22.49	1.57	28.36 - 28.49	1.99
16.50 - 16.64	1.16	22.50 - 22.64	1.58	28.50 - 28.64	2.00
16.65 - 16.78	1.17	22.65 - 22.78	1.59	28.65 - 28.78	2.01
16.79 - 16.92	1.18	22.79 - 22.92	1.60	28.79 - 28.92	2.02
16.93 - 17.07	1.19	22.93 - 23.07	1.61	28.93 - 29.07	2.03
17.08 - 17.21	1.20	23.08 - 23.21	1.62	29.08 - 29.21	2.04
17.22 - 17.35	1.21	23.22 - 23.35	1.63	29.22 - 29.35	2.05
17.36 - 17.49	1.22	23.36 - 23.49	1.64	29.36 - 29.49	2.06
17.50 - 17.64	1.23	23.50 - 23.64	1.65	29.50 - 29.64	2.07
17.65 - 17.78	1.24	23.65 - 23.78	1.66	29.65 - 29.78	2.08
17.79 - 17.92	1.25	23.79 - 23.92	1.67	29.79 - 29.92	2.09
17.93 - 18.07	1.26	23.93 - 24.07	1.68	29.93 - 30.07	2.10
18.08 - 18.21	1.27	24.08 - 24.21	1.69	30.08 - 30.21	2.11
18.22 - 18.35	1.28	24.22 - 24.35	1.70	30.22 - 30.35	2.12
18.36 - 18.49	1.29	24.36 - 24.49	1.71	30.36 - 30.49	2.13
18.50 - 18.64	1.30	24.50 - 24.64	1.72	30.50 - 30.64	2.14
18.65 - 18.78	1.31	24.65 - 24.78	1.73	30.65 - 30.78	2.15
18.79 - 18.92	1.32	24.79 - 24.92	1.74	30.79 - 30.92	2.16
18.93 - 19.07	1.33	24.93 - 25.07	1.75	30.93 - 31.07	2.17
19.08 - 19.21	1.34	25.08 - 25.21	1.76	31.08 - 31.21	2.18
19.22 - 19.35	1.35	25.22 - 25.35	1.77	31.22 - 31.35	2.19
19.36 - 19.49	1.36	25.36 - 25.49	1.78	31.36 - 31.49	2.20
19.50 - 19.64	1.37	25.50 - 25.64	1.79	31.50 - 31.64	2.21
19.65 - 19.78	1.38	25.65 - 25.78	1.80	31.65 - 31.78	2.22
19.79 - 19.92	1.39	25.79 - 25.92	1.81	31.79 - 31.92	2.23
19.93 - 20.07	1.40	25.93 - 26.07	1.82	31.93 - 32.07	2.24

Name                     GOODFELLOW/9/6/07                    

GOAL     5    

Rec'd 9/21/07  
17% tax 30


~~100~~ 94



**Directions:**

Use the tax table on page 24 to find the sales tax on the following amounts.

	<u>AMOUNT</u>	<u>SALES TAX</u>	<u>TOTAL</u>
1.	\$14.58	<u>1.02</u>	<u>15.60</u>
2.	\$15.93	<u>1.12</u>	<u>17.05</u>
3.	\$16.75	<u>1.17</u>	<u>17.92</u>
4.	\$18.49	<u>1.29</u>	<u>19.78</u>
5.	\$19.92	<u>1.40</u>	<u>21.32</u>
6.	\$22.18	<u>1.55</u>	<u>23.73</u>
7.	\$23.97	<u>1.67</u>	<u>25.64</u> ✗
8.	\$24.25	<u>1.69</u>	<u>25.94</u> ✗
9.	\$24.65	<u>1.73</u>	<u>26.38</u> ✓
10.	\$25.03	<u>1.75</u>	<u>26.78</u>
11.	\$26.01	<u>1.92</u>	<u>27.93</u>
12.	\$27.90	<u>1.95</u>	<u>29.85</u>
13.	\$28.33	<u>1.98</u>	<u>30.31</u> ✓
14.	\$29.67	<u>2.08</u>	<u>31.75</u> ✓
15.	\$30.35	<u>2.12</u>	<u>32.47</u> ✓
16.	\$31.02	<u>2.18</u>	<u>33.20</u> ✓

Name  GOOD FELLOW 100

Date 9/25/07

*goal* — **SuperKids Math Worksheet**

**Addition and Subtraction  
using numbers between 10 and 20**

$$\begin{array}{r} 17 \\ + 12 \\ \hline 29 \end{array}$$

*add x*

$$\begin{array}{r} 14 \\ - 11 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 17 \\ - 14 \\ \hline 3 \end{array}$$

*minus take away*

$$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 16 \\ + 14 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 18 \\ - 14 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 20 \\ + 14 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 19 \\ - 10 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 20 \\ + 19 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 18 \\ + 12 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 11 \\ - 10 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 17 \\ - 15 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 15 \\ + 11 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 18 \\ - 12 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 15 \\ + 13 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 19 \\ + 14 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 12 \\ - 11 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 11 \\ + 10 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 16 \\ - 12 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 14 \\ + 12 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 11 \\ + 10 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 12 \\ - 10 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 19 \\ + 16 \\ \hline 35 \end{array}$$

Create Answer Sheet #53685

Make your own SuperKids Math Worksheets at: <http://www.superkids.com/aweb/tools/math/>

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division  
x

what  
goal

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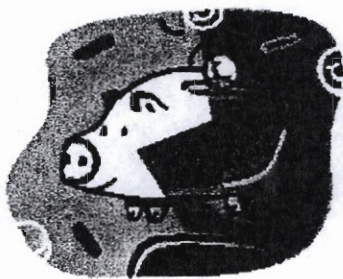
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**Supreme:** Get the power of all of our available resources at a huge discount! [Samples](#)

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Name ~~██████~~ GOODFELLOW

Date 9/27/07



## Where Did All Of My Money Go???

Good start!

**Directions:** Answer each problem.

1. I have \$10. If I give you and your sister equal amounts, how much money will I give to each of you?

\$5.00 ✓

2. You earn \$2 an hour doing the laundry, how much will you earn in 3 hours?

\$6.00 ✓

3. You have \$45 in your bank. If you take out \$8 to buy something, how many dollars will you have left?

\_\_\_\_\_

4. You have \$10. Your brother has \$60. How much more will you need to save to have as much as him?

\_\_\_\_\_

5. The total fare for 2 adults and 3 children on the

\_\_\_\_\_

*Should be rounding up*

*after parent teacher conference  
stacy desire to always round up for purchases*

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Date 9/27/07

*76*

*↑ .50  
↓ .49*

## \$\$Round To The Nearest Dollar\$\$

- |            |              |             |                           |
|------------|--------------|-------------|---------------------------|
| 1. \$23.46 | <u>23.00</u> | 10. \$2.09  | <u>2.00</u>               |
| 2. \$7.38  | <u>7.00</u>  | 11. \$24.02 | <u>24.00</u>              |
| 3. \$9.08  | <u>9.00</u>  | 12. \$6.13  | <u>6.00</u>               |
| 4. \$10.74 | <u>11.00</u> | 13. \$6.52  | <del>X</del> <u>8.00</u>  |
| 5. \$19.46 | <u>19.00</u> | 14. \$10.47 | <u>10.00</u>              |
| 6. \$10.03 | <u>10.00</u> | 15. \$25.54 | <del>X</del> <u>25.00</u> |
| 7. \$12.61 | <u>13.00</u> | 16. \$1.70  | <del>X</del> <u>2.00</u>  |
| 8. \$12.18 | <u>12.00</u> | 17. \$8.10  | <u>8.00</u>               |
| 9. \$8.01  | <u>8.00</u>  | 18. \$8.90  | <del>X</del> <u>9.00</u>  |

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Date 10/22/07

**\$\$Round To The Nearest Dollar\$\$**

*GF*

1. \$10.72

11.00 ✓

10. \$27.63

28.00 ✓

2. \$21.90

22.00 ✓

11. \$12.73

13.00 ✓

3. \$24.31

25.00 ✓

12. \$25.25

26.00 ✓

4. \$10.74

11.00 ✓

13. \$27.12

28.00 ✓

5. \$10.36

11.00 ✓

14. \$31.57

22.00 X

6. \$25.13

26.00 ✓

15. \$31.25

22.00 X

7. \$32.71

33.00 ✓

16. \$43.27

44.00 ✓

8. \$22.68

23.00 ✓

17. \$47.27

48.00 ✓

9. \$18.21

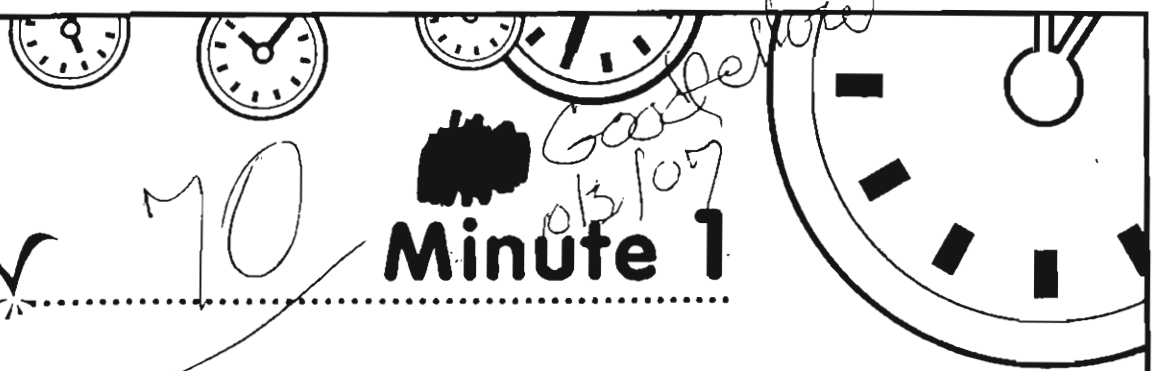
19.00 ✓

18. \$9.30

9.00 X

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70

# Minute 1

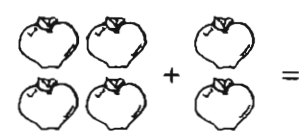
Goodfellow  
03/07

Name ~~Goodfellow~~ Goodfellow 10/4/07

1. Write the missing number. 4

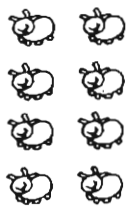


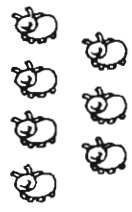
2. How many apples in all? 6 apples



3. Kevin's mom has 6 cookies. She gave 2 cookies to Kevin. How many cookies are left? 4 cookies

For questions 4 and 5, count. Write the number.

4.  8

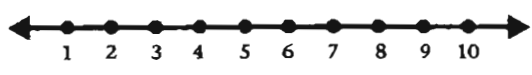
5.  7

6. Use <, >, or, =. 6 > 3

Use the number line to complete questions 7 and 8.

7.  $6 + 2 =$  8

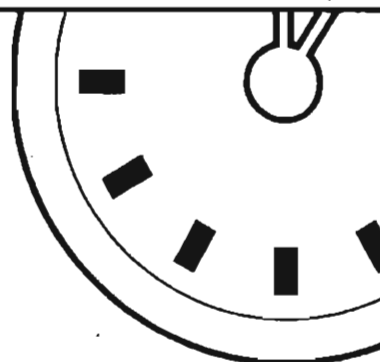
8.  $10 - 7 =$  3



For questions 9 and 10, circle the name of the shape.

9.  triangle circle square

10.  triangle circle square



## Minute 2

Name

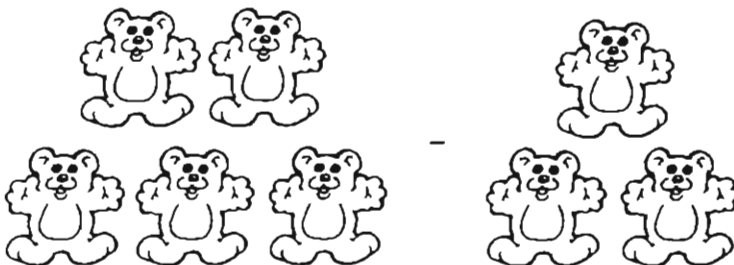
~~\_\_\_\_\_~~ Goodfellow 10/4/167

For questions 1 and 2, use  $<$ ,  $>$ , or  $=$ .

✓ 1.  $4 < 7$

✓ 2.  $12 > 8$

3. How many teddy bears are left? 2 teddy bears

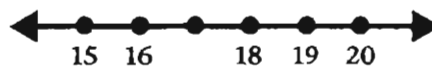


4. Laurel has 2 dolls. Rosa has 3 dolls. How many dolls do they have in all? 5 dolls

For questions 5-7, circle the digit in the ones place.

✓ 5. 19    ✓ 6. 92    ✓ 7. 27

8. Write the missing number. 17



9.  $5 + 4 = 9$

10.  $9 - 4 = 5$

goal 2

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Name [redacted] Sadfe10w Date 10/8/07



## Where Did All Of My Money Go???

~~60~~ 170  
redo

**Directions:** Answer each problem.

2.61  $\times$  subtract

5.35 ✓

1. Jack buys a book about the Redwood National Park for \$2.39. He pays with a 5-dollar bill. How much change does Jack receive?

2. Janet and Jack want to combine their money to buy a model airplane. Janet has \$3.23. Jack has \$2.12. How much can they spend on the model?

airplane?

3. Jimmy wants to buy a sandwich that cost \$2.25. He only has \$1.18. How much more money does Jimmy need to buy the sandwich?

1.07 subtract

4. You took \$15 out of your bank, and now you have \$20 in the bank. How much did you have in your bank before you took the money out?

3500 add

5. Now that you have your \$5 allowance, you have \$32 in your bank. How much did you have before you got your allowance?

37.60



Name [redacted] Kempfe (and) 9/10/07

goal 2

**ADDITION**



Use the price list to solve each problem.

70

1. Sam bought a baseball glove and a baseball.  
How much did he spend? \$ 7.75 ✓
  
2. Beth bought a 3-ring binder and a package of staples. What was the total cost? \$ 3.75 ✓
  
3. Mrs. Lopez went shopping for a bed pillow and a blanket. How much money did she need? \$ 11.94 ✓
  
4. Jeff spent his birthday money on a jigsaw puzzle and a new sweatshirt.  
How much birthday money did he have? † \$ 18.00
  
5. Liz bought a skateboard and a frisbee.  
What was the total cost? † \$ 24.7
  
6. Mr. Wheeler bought a pair of men's dress shoes and a tennis racquet.  
How much did he spend? ✓ \$ 29.99
  
7. Doug wants to buy his sister a bathrobe <sup>12.00</sup> and some bubble bath for her birthday. <sup>3.25</sup>  
How much money will he need? ✓ \$ 15.25

Name [Redacted] Goodfellow

Date 10/8/07

# SuperKids Math Worksheet

## Addition and Subtraction using numbers between 500 and 1000

*you are putting  
your commas  
upside  
down.*

$$\begin{array}{r} 527 \\ - 504 \\ \hline 23 \end{array} \quad \checkmark$$

$$\begin{array}{r} 824 \\ + 581 \\ \hline 1405 \end{array} \quad \checkmark$$

$$\begin{array}{r} 714 \\ + 704 \\ \hline 1418 \end{array} \quad \checkmark$$

$$\begin{array}{r} 664 \\ - 589 \\ \hline 75 \end{array} \quad \checkmark$$

$$\begin{array}{r} 689 \\ - 541 \\ \hline 148 \end{array} \quad \checkmark$$

$$\begin{array}{r} 692 \\ - 645 \\ \hline 47 \end{array} \quad \checkmark$$

$$\begin{array}{r} 874 \\ - 602 \\ \hline 272 \end{array} \quad \checkmark$$

$$\begin{array}{r} 650 \\ - 592 \\ \hline 58 \end{array} \quad \checkmark$$

$$\begin{array}{r} 638 \\ - 617 \\ \hline 21 \end{array} \quad \checkmark$$

$$\begin{array}{r} 671 \\ + 649 \\ \hline 1320 \end{array} \quad \checkmark$$

$$\begin{array}{r} 721 \\ - 553 \\ \hline 168 \end{array} \quad \checkmark$$

$$\begin{array}{r} 678 \\ - 584 \\ \hline 94 \end{array} \quad \checkmark$$

$$\begin{array}{r} 803 \\ - 556 \\ \hline 247 \end{array} \quad \checkmark$$

$$\begin{array}{r} 859 \\ - 708 \\ \hline 151 \end{array} \quad \checkmark$$

$$\begin{array}{r} 728 \\ - 602 \\ \hline 126 \end{array} \quad \checkmark$$

$$\begin{array}{r} 928 \\ + 841 \\ \hline 1769 \end{array} \quad \checkmark$$

$$\begin{array}{r} 529 \\ + 500 \\ \hline 1029 \end{array} \quad \checkmark$$

$$\begin{array}{r} 860 \\ + 596 \\ \hline 1456 \end{array} \quad \checkmark$$

$$\begin{array}{r} 520 \\ + 513 \\ \hline 1033 \end{array} \quad \checkmark$$

$$\begin{array}{r} 628 \\ + 520 \\ \hline 1148 \end{array} \quad \checkmark$$

$$\begin{array}{r} 811 \\ - 659 \\ \hline 152 \end{array} \quad \checkmark$$

$$\begin{array}{r} 945 \\ - 782 \\ \hline 163 \end{array} \quad \checkmark$$

$$\begin{array}{r} 546 \\ - 521 \\ \hline 25 \end{array} \quad \checkmark$$

$$\begin{array}{r} 761 \\ - 638 \\ \hline 123 \end{array} \quad \checkmark$$

$$\begin{array}{r} 958 \\ + 682 \\ \hline 1640 \end{array} \quad \checkmark$$

Create Answer Sheet #94730

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Name [redacted] Godd Fellow

goal ?

Date 10/9/07

# SuperKids Math Worksheet

## Addition and Subtraction using numbers between 500 and 1000

34

$$\begin{array}{r} 771 \\ - 711 \\ \hline 60 \end{array}$$

✓

$$\begin{array}{r} 941 \\ - 801 \\ \hline 140 \end{array}$$

✓

$$\begin{array}{r} 730 \\ + 552 \\ \hline 1282 \end{array}$$

✓

$$\begin{array}{r} 924 \\ - 695 \\ \hline 229 \end{array}$$

✓

$$\begin{array}{r} 540 \\ + 505 \\ \hline 1045 \end{array}$$

✓

$$\begin{array}{r} 802 \\ - 711 \\ \hline 91 \end{array}$$

✓

$$\begin{array}{r} 831 \\ - 707 \\ \hline 124 \end{array}$$

✓

$$\begin{array}{r} 893 \\ + 808 \\ \hline 1701 \end{array}$$

✓

$$\begin{array}{r} 726 \\ - 544 \\ \hline 1820 \end{array}$$

✗

$$\begin{array}{r} 651 \\ + 530 \\ \hline 1181 \end{array}$$

✓

$$\begin{array}{r} 747 \\ - 521 \\ \hline 226 \end{array}$$

✓

$$\begin{array}{r} 754 \\ - 594 \\ \hline 160 \end{array}$$

✓

$$\begin{array}{r} 765 \\ - 761 \\ \hline 40 \end{array}$$

✗

$$\begin{array}{r} 532 \\ + 503 \\ \hline 1035 \end{array}$$

✓

$$\begin{array}{r} 525 \\ + 514 \\ \hline 1039 \end{array}$$

✓

$$\begin{array}{r} 849 \\ + 618 \\ \hline 1467 \end{array}$$

✓

$$\begin{array}{r} 596 \\ - 563 \\ \hline 33 \end{array}$$

✓

$$\begin{array}{r} 531 \\ - 517 \\ \hline 140 \end{array}$$

✗

$$\begin{array}{r} 649 \\ - 616 \\ \hline 330 \end{array}$$

✗

$$\begin{array}{r} 821 \\ - 670 \\ \hline 1510 \end{array}$$

✓

$$\begin{array}{r} 996 \\ - 627 \\ \hline 369 \end{array}$$

✓

$$\begin{array}{r} 884 \\ + 677 \\ \hline 1561 \end{array}$$

✓

$$\begin{array}{r} 546 \\ - 508 \\ \hline 38 \end{array}$$

✓

$$\begin{array}{r} 751 \\ + 721 \\ \hline 1472 \end{array}$$

✓

$$\begin{array}{r} 890 \\ + 727 \\ \hline 1617 \end{array}$$

✓

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Date 10/23/07

# SuperKids® Math Worksheet

Addition using numbers between 500 and 1000

9/10 ✓

$$\begin{array}{r} 892 \\ + 708 \\ \hline 1600 \end{array} \quad \checkmark$$

$$\begin{array}{r} 925 \\ + 666 \\ \hline 1591 \end{array} \quad \checkmark$$

$$\begin{array}{r} 600 \\ + 583 \\ \hline 1183 \end{array} \quad \checkmark$$

$$\begin{array}{r} 833 \\ + 594 \\ \hline 1427 \end{array} \quad \checkmark$$

$$\begin{array}{r} 617 \\ + 506 \\ \hline 1123 \end{array} \quad \checkmark$$

$$\begin{array}{r} 589 \\ + 551 \\ \hline 1140 \end{array} \quad \checkmark$$

$$\begin{array}{r} 803 \\ + 675 \\ \hline 1478 \end{array} \quad \checkmark$$

$$\begin{array}{r} 711 \\ + 525 \\ \hline 1236 \end{array} \quad \checkmark$$

$$\begin{array}{r} 849 \\ + 662 \\ \hline 1511 \end{array} \quad \checkmark$$

$$\begin{array}{r} 893 \\ + 579 \\ \hline 1472 \end{array} \quad \checkmark$$

$$\begin{array}{r} 772 \\ + 654 \\ \hline 1426 \end{array} \quad \checkmark$$

$$\begin{array}{r} 635 \\ + 521 \\ \hline 1147 \end{array} \quad \checkmark$$

$$\begin{array}{r} 775 \\ + 656 \\ \hline 1431 \end{array} \quad \checkmark$$

$$\begin{array}{r} 903 \\ + 535 \\ \hline 1438 \end{array} \quad \checkmark$$

$$\begin{array}{r} 510 \\ + 502 \\ \hline 1012 \end{array} \quad \checkmark$$

$$\begin{array}{r} 762 \\ + 677 \\ \hline 1439 \end{array} \quad \checkmark$$

$$\begin{array}{r} 548 \\ + 532 \\ \hline 1080 \end{array} \quad \checkmark$$

$$\begin{array}{r} 634 \\ + 590 \\ \hline 1224 \end{array} \quad \checkmark$$

$$\begin{array}{r} 611 \\ + 552 \\ \hline 1163 \end{array} \quad \checkmark$$

$$\begin{array}{r} 625 \\ + 607 \\ \hline 1232 \end{array} \quad \checkmark$$

$$\begin{array}{r} 837 \\ + 517 \\ \hline 1354 \end{array} \quad \checkmark$$

$$\begin{array}{r} 576 \\ + 507 \\ \hline 1083 \end{array} \quad \checkmark$$

$$\begin{array}{r} 660 \\ + 633 \\ \hline 1293 \end{array} \quad \checkmark$$

$$\begin{array}{r} 765 \\ + 594 \\ \hline 1359 \end{array} \quad \checkmark$$

$$\begin{array}{r} 568 \\ + 521 \\ \hline 1089 \end{array} \quad \checkmark$$

Create Answer Sheet #64701

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**Spending All Your Dough**

*95*

**Directions:** In each problem you are spending money. Determine how much money you have left in each problem and circle the total.

1. 
$$\begin{array}{r} \$82.49 \\ -26.49 \\ \hline \end{array}$$
  
*560* ✗

2. 
$$\begin{array}{r} \$10.55 \\ -10.15 \\ \hline \end{array}$$
  
*0.40* ✓

3. 
$$\begin{array}{r} \$51.02 \\ -34.57 \\ \hline \end{array}$$
  
*16.45* ✓

4. 
$$\begin{array}{r} \$77.89 \\ -43.67 \\ \hline \end{array}$$
  
*34.22* ✓

5. 
$$\begin{array}{r} \$89.17 \\ -53.94 \\ \hline \end{array}$$
  
*35.23* ✓

~~$$\begin{array}{r} \$10.47 \\ -10.48 \\ \hline \end{array}$$~~  
*0.01*

7. 
$$\begin{array}{r} \$98.37 \\ -84.38 \\ \hline \end{array}$$
  
*13.99* ✓

8. 
$$\begin{array}{r} \$41.85 \\ -38.54 \\ \hline \end{array}$$
  
*3.31* ✓

9. 
$$\begin{array}{r} \$19.76 \\ -14.51 \\ \hline \end{array}$$
  
*5.25* ✓

10. 
$$\begin{array}{r} \$94.15 \\ -57.28 \\ \hline \end{array}$$
  
*36.87* ✓

11. 
$$\begin{array}{r} \$22.97 \\ -22.11 \\ \hline \end{array}$$
  
*0.86* ✗

12. 
$$\begin{array}{r} \$80.66 \\ -40.91 \\ \hline \end{array}$$
  
*39.75* ✓

13. 
$$\begin{array}{r} \$40.35 \\ -30.88 \\ \hline \end{array}$$
  
*9.47* ✓

14. 
$$\begin{array}{r} \$66.46 \\ -22.74 \\ \hline \end{array}$$
  
*43.72* ✓

15. 
$$\begin{array}{r} \$86.05 \\ -57.50 \\ \hline \end{array}$$
  
*28.55* ✓



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**\$\$Adding Up All Your Loot!\$\$**

**Directions:** Add up the two dollar amounts and circle the total.

1.  $\begin{array}{r} \$69.75 \\ + 74.18 \\ \hline \end{array}$   
 143.93 ✓

2.  $\begin{array}{r} \$92.05 \\ + 70.34 \\ \hline \end{array}$   
 162.39 ✓

3.  $\begin{array}{r} \$62.58 \\ + 26.06 \\ \hline \end{array}$   
 88.64 ✓

4.  $\begin{array}{r} \$60.15 \\ + 40.16 \\ \hline \end{array}$   
 100.31 ✓

5.  $\begin{array}{r} \$26.88 \\ + 18.45 \\ \hline \end{array}$   
 45.33 ✓

6.  $\begin{array}{r} \$38.14 \\ + 71.95 \\ \hline \end{array}$   
 110.09 ✓

7.  $\begin{array}{r} \$60.01 \\ + 30.35 \\ \hline \end{array}$   
 90.36 ✓

8.  $\begin{array}{r} \$87.30 \\ + 98.44 \\ \hline \end{array}$   
 185.74 ✓

9.  $\begin{array}{r} \$54.94 \\ + 54.71 \\ \hline \end{array}$   
 109.65 ✓

10.  $\begin{array}{r} \$58.93 \\ + 28.10 \\ \hline \end{array}$   
 87.03 ✓

11.  $\begin{array}{r} \$75.04 \\ + 34.77 \\ \hline \end{array}$   
 109.81 ✓

12.  $\begin{array}{r} \$24.37 \\ + 51.16 \\ \hline \end{array}$   
 75.53 ✓

13.  $\begin{array}{r} \$94.54 \\ + 98.13 \\ \hline \end{array}$   
 192.67 ✓

14.  $\begin{array}{r} \$20.20 \\ + 14.32 \\ \hline \end{array}$   
 34.52 ✓

15.  $\begin{array}{r} \$31.60 \\ + 64.65 \\ \hline \end{array}$   
 96.25 ✓

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Name [redacted] Goodfellow

goal?

Date 10/3/07

# SuperKids Math Worksheet

## Addition and Subtraction using numbers between 500 and 1000

96

$$\begin{array}{r} 771 \\ + 683 \\ \hline 1454 \end{array} \checkmark$$

$$\begin{array}{r} 805 \\ + 738 \\ \hline 1543 \end{array} \checkmark$$

$$\begin{array}{r} 728 \\ + 668 \\ \hline 1396 \end{array} \checkmark$$

$$\begin{array}{r} 795 \\ + 777 \\ \hline 1572 \end{array} \checkmark$$

$$\begin{array}{r} 697 \\ - 600 \\ \hline 97 \end{array} \checkmark$$

$$\begin{array}{r} 676 \\ - 669 \\ \hline 7 \end{array} \checkmark$$

$$\begin{array}{r} 888 \\ - 614 \\ \hline 274.0 \end{array} \times$$

$$\begin{array}{r} 566 \\ - 517 \\ \hline 49 \end{array} \checkmark$$

$$\begin{array}{r} 679 \\ + 595 \\ \hline 1274 \end{array} \checkmark$$

$$\begin{array}{r} 909 \\ - 754 \\ \hline 155 \end{array} \checkmark$$

$$\begin{array}{r} 591 \\ - 518 \\ \hline 73 \end{array} \checkmark$$

$$\begin{array}{r} 814 \\ - 801 \\ \hline 13 \end{array} \checkmark$$

$$\begin{array}{r} 973 \\ + 780 \\ \hline 1753 \end{array} \checkmark$$

$$\begin{array}{r} 626 \\ + 539 \\ \hline 1165 \end{array} \checkmark$$

$$\begin{array}{r} 527 \\ - 521 \\ \hline 6 \end{array} \checkmark$$

$$\begin{array}{r} 799 \\ - 664 \\ \hline 135 \end{array} \checkmark$$

$$\begin{array}{r} 959 \\ + 816 \\ \hline 1775 \end{array} \checkmark$$

$$\begin{array}{r} 755 \\ + 720 \\ \hline 1475 \end{array} \checkmark$$

$$\begin{array}{r} 566 \\ + 504 \\ \hline 1070 \end{array} \checkmark$$

$$\begin{array}{r} 857 \\ + 553 \\ \hline 1410 \end{array} \checkmark$$

$$\begin{array}{r} 754 \\ - 642 \\ \hline 112 \end{array} \checkmark$$

$$\begin{array}{r} 601 \\ + 588 \\ \hline 1189 \end{array} \checkmark$$

$$\begin{array}{r} 879 \\ + 656 \\ \hline 1535 \end{array} \checkmark$$

$$\begin{array}{r} 792 \\ - 745 \\ \hline 47 \end{array} \checkmark$$

$$\begin{array}{r} 774 \\ + 513 \\ \hline 1287 \end{array} \checkmark$$

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goal  
2 OK

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150

**\$\$Adding Up All Your Loot!\$\$**

**Directions:** Add up the two dollar amounts and circle the total.

1. \$ 56.12  
+ 17.65

73.77 ✓

2. \$ 71.94  
+ 17.43

89.37 ✓

3. \$ 28.89  
+ 48.53

77.42 ✓

4. \$ 86.03  
+ 34.03

120.06 ✓

5. \$ 67.33  
+ 84.46

151.79 ✓

6. \$ 85.25  
+ 92.20

177.45 ✓

7. \$ 58.41  
+ 38.12

96.53 ✓

8. \$ 96.63  
+ 56.87

153.50 ✓

9. \$ 71.19  
+ 50.45

121.64 ✓

10. \$ 33.67  
+ 50.90

84.57 ✓

11. \$ 73.69  
+ 90.37

164.06 ✓

12. \$ 19.74  
+ 91.69

111.43 ✓

13. \$ 12.04  
+ 68.65

80.69 ✓

14. \$ 55.21  
+ 80.94

136.15 ✓

15. \$ 95.66  
+ 78.14

173.80 ✓

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Name

~~XXXXXXXXXX~~ Dood Follow

Date

10/4/07

# SuperKids Math Worksheet

Addition and Subtraction  
using numbers between 500 and 1000

96

$$\begin{array}{r} 527 \checkmark \\ - 504 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 824 \checkmark \\ + 581 \\ \hline 1405 \end{array}$$

$$\begin{array}{r} 714 \checkmark \\ + 704 \\ \hline 1418 \end{array}$$

$$\begin{array}{r} 664 \checkmark \\ - 589 \\ \hline 75 \end{array}$$

$$\begin{array}{r} 689 \checkmark \\ - 541 \\ \hline 148 \end{array}$$

$$\begin{array}{r} 692 \checkmark \\ - 645 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 874 \checkmark \\ - 602 \\ \hline 272 \end{array}$$

$$\begin{array}{r} 650 \checkmark \\ - 592 \\ \hline 58 \end{array}$$

$$\begin{array}{r} 638 \checkmark \\ - 617 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 671 \checkmark \\ + 649 \\ \hline 1320 \end{array}$$

$$\begin{array}{r} 721 \checkmark \\ - 553 \\ \hline 168 \end{array}$$

$$\begin{array}{r} 678 \checkmark \\ - 584 \\ \hline 94 \end{array}$$

$$\begin{array}{r} 803 \checkmark \\ - 556 \\ \hline 247 \end{array}$$

$$\begin{array}{r} 859 \checkmark \\ - 708 \\ \hline 151 \end{array}$$

$$\begin{array}{r} 728 \checkmark \\ - 602 \\ \hline 126 \end{array}$$

$$\begin{array}{r} 928 \checkmark \\ + 841 \\ \hline 1769 \end{array}$$

$$\begin{array}{r} 529 \checkmark \\ + 500 \\ \hline 1029 \end{array}$$

$$\begin{array}{r} 860 \checkmark \\ + 596 \\ \hline 1456 \end{array}$$

$$\begin{array}{r} 520 \checkmark \\ + 513 \\ \hline 1033 \end{array}$$

$$\begin{array}{r} 628 \checkmark \\ + 520 \\ \hline 1148 \end{array}$$

$$\begin{array}{r} 811 \checkmark \\ - 659 \\ \hline 152 \end{array}$$

$$\begin{array}{r} 945 \checkmark \\ - 782 \\ \hline 163 \end{array}$$

$$\begin{array}{r} 546 \checkmark \\ - 521 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 761 \checkmark \\ - 638 \\ \hline 123 \end{array}$$

$$\begin{array}{r} 958 \checkmark \\ + 682 \\ \hline 1640 \end{array}$$

Create Answer Sheet #94730

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Name GOOD FELLOW

Date 8/1/07

**Addition & Subtraction Review Worksheet 1**

1. 
$$\begin{array}{r} 6128 \\ + 5611 \\ \hline 11739 \end{array}$$
 ✓

2. 
$$\begin{array}{r} 8984 \\ + 7014 \\ \hline 15998 \end{array}$$
 ✓

3. 
$$\begin{array}{r} 8837 \\ - 5114 \\ \hline 3723 \end{array}$$
 ✓

4. 
$$\begin{array}{r} 2241 \\ + 1575 \\ \hline 3816 \end{array}$$
 ✓

5. 
$$\begin{array}{r} 6072 \\ - 2344 \\ \hline 3728 \end{array}$$
 ✓

6. 
$$\begin{array}{r} 9146 \\ + 2474 \\ \hline 11620 \end{array}$$
 ✓

7. 
$$\begin{array}{r} 9998 \\ - 9886 \\ \hline 112 \end{array}$$
 ✓

8. 
$$\begin{array}{r} 5297 \\ + 3091 \\ \hline 8388 \end{array}$$
 ✓

9. 
$$\begin{array}{r} 1307 \\ + 648 \\ \hline 1955 \end{array}$$
 ✓

10. 
$$\begin{array}{r} 7409 \\ - 7029 \\ \hline 380 \end{array}$$
 ✓

11. 
$$\begin{array}{r} 9722 \\ + 9136 \\ \hline 18858 \end{array}$$
 ✓

12. 
$$\begin{array}{r} 5636 \\ - 5184 \\ \hline 452 \end{array}$$
 ✓

13. 
$$\begin{array}{r} 7710 \\ + 6914 \\ \hline 14624 \end{array}$$
 ✓

14. 
$$\begin{array}{r} 9888 \\ - 2643 \\ \hline 7245 \end{array}$$
 ✓

15. 
$$\begin{array}{r} 8519 \\ + 1665 \\ \hline 10184 \end{array}$$
 ✓

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Name ~~\_\_\_\_\_~~ GOODFELLOW

Date 9/27/07

*See you!*



## \$\$Adding Up All Your Loot!\$\$

**Directions:** Add up the two dollar amounts and circle the total.

1. 
$$\begin{array}{r} \$96.24 \\ + 65.26 \\ \hline 161.50 \end{array}$$
 ✓

2. 
$$\begin{array}{r} \$36.21 \\ + 65.10 \\ \hline 101.30 \end{array}$$
 ✗

3. 
$$\begin{array}{r} \$36.52 \\ + 41.25 \\ \hline 77.70 \end{array}$$
 ✗

4. 
$$\begin{array}{r} \$98.79 \\ + 60.90 \\ \hline 159.60 \end{array}$$
 ✗

5. 
$$\begin{array}{r} \$54.00 \\ + 59.24 \\ \hline 113.20 \end{array}$$
 ✗

6. 
$$\begin{array}{r} \$55.00 \\ + 97.17 \\ \hline 152.10 \end{array}$$
 ✗

7. 
$$\begin{array}{r} \$12.92 \\ + 23.96 \\ \hline 146.80 \end{array}$$
 ✓

8. 
$$\begin{array}{r} \$65.14 \\ + 40.93 \\ \hline 106.00 \end{array}$$
 ✗

9. 
$$\begin{array}{r} \$99.17 \\ + 92.56 \\ \hline 191.70 \end{array}$$
 ✗

10. 
$$\begin{array}{r} \$52.13 \\ + 90.53 \\ \hline 142.60 \end{array}$$
 ✗

11. 
$$\begin{array}{r} \$91.77 \\ + 38.56 \\ \hline 130.30 \end{array}$$
 ✗

12. 
$$\begin{array}{r} \$92.41 \\ + 32.96 \\ \hline 125.30 \end{array}$$
 ✗

13. 
$$\begin{array}{r} \$40.41 \\ + 92.75 \\ \hline 133.10 \end{array}$$
 ✗

14. 
$$\begin{array}{r} \$49.28 \\ + 84.95 \\ \hline 134.20 \end{array}$$
 ✗

15. 
$$\begin{array}{r} \$40.73 \\ + 86.18 \\ \hline 126.90 \end{array}$$
 ✗

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Name ~~XXXX~~ GOODFELLOW 10/15/07

### SUBTRACTION



Use the price list to solve each problem.

*See Me!*

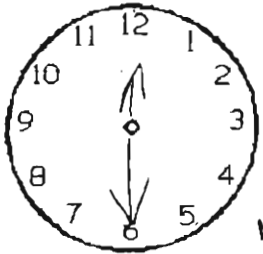
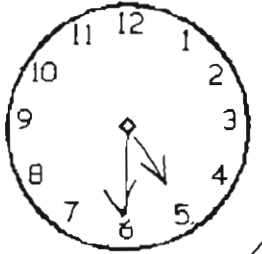
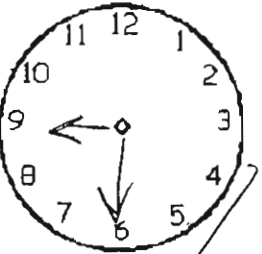
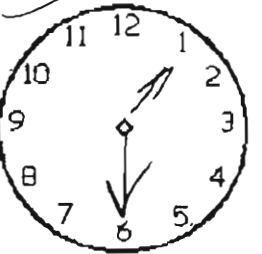
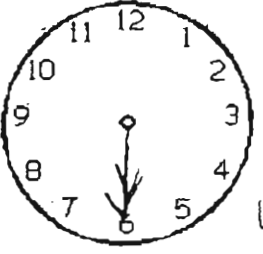
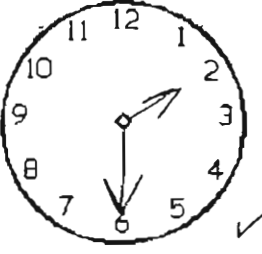

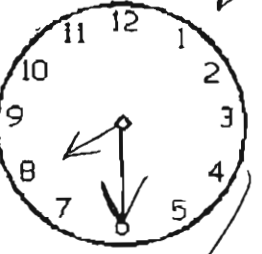
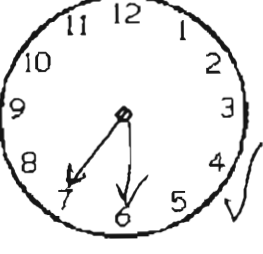
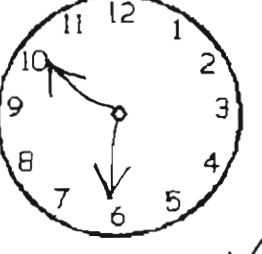
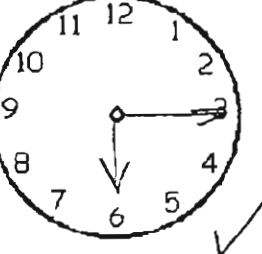
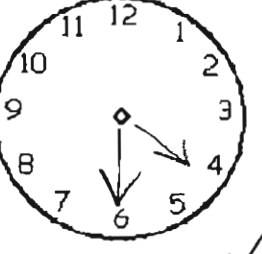
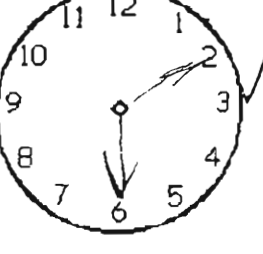
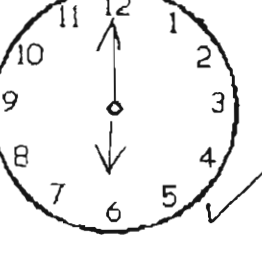
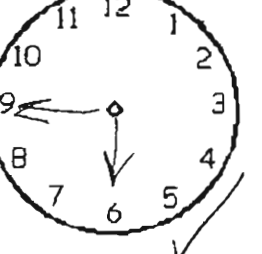
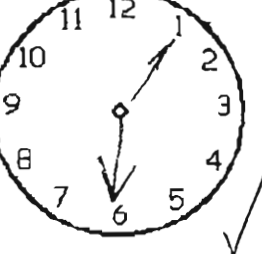
1. Tony wants to buy a sleeping bag. Next week they go on sale for \$10.75. How much can he save if he waits until next week? X  
\$ 12.75
2. If Larry buys Monopoly instead of Battleship, how much will he save? ↑  
\$ 0.790
3. The answering machine is marked down to \$49.95. How much of a savings is this? 67.88  
✓  
\$ 17.93
4. Mrs. Horton bought a bottle of mouthwash on sale for \$2.25. How much did she save? ✓  
\$ 0.35
5. Mr. Rico has \$450. If he buys a color TV, how much money will he have left? ✓  
\$ 253.00
6. VCR's are sale priced at \$179.00. How much can you save? +  
\$ 176.61
7. Tatum bought a dress on sale for \$8.50. How much did she save? +  
\$ 24.9

Name: ~~\_\_\_\_\_~~ Goodfellow Date: 10/22/07

Time: Half Hour

Directions: Draw the hands to show the time.

*BD*

 12:30 ✓	 5:30 ✓	 9:30 ✓	 1:30 ✓
 6:30 ✓	 2:30 ✓	 11:30 ✓	 8:30 ✓
 half past 7 ✓	 half past 10 ✓	 half past 3 ✓	 half past 4 ✓
 half past 2 ✓	 half past 12 ✓	 half past 9 ✓	 half past 1 ✓

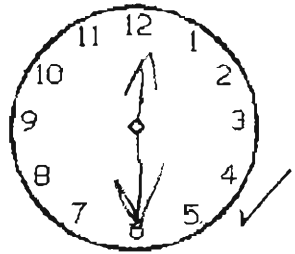
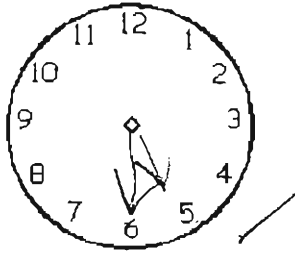
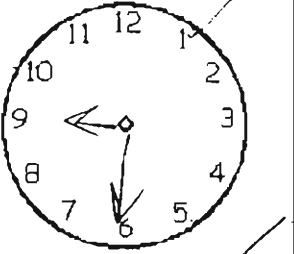
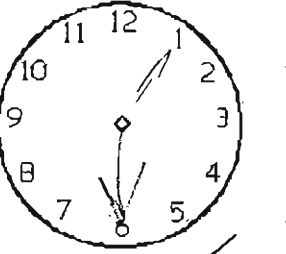
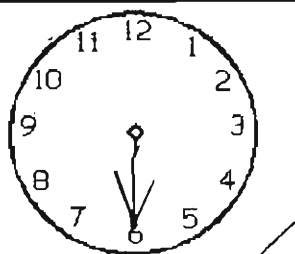
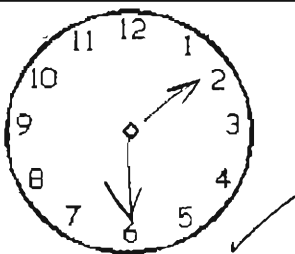
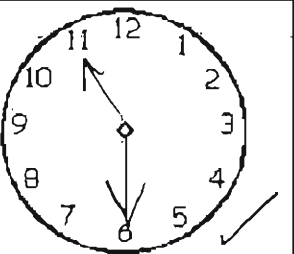
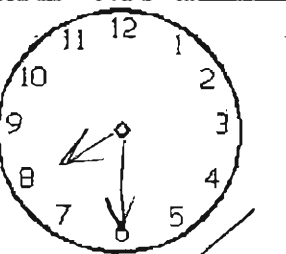
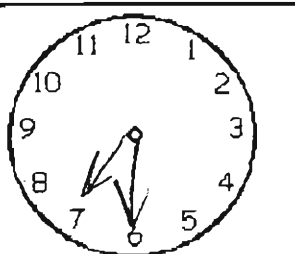
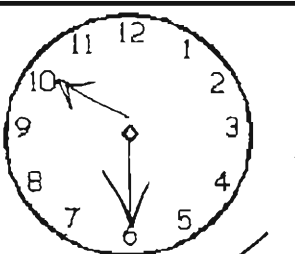
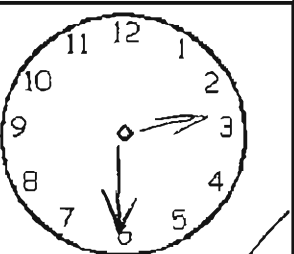
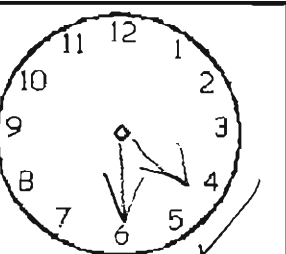
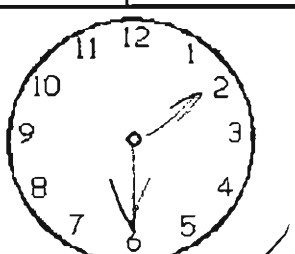
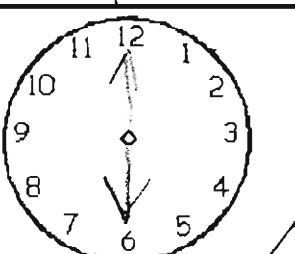
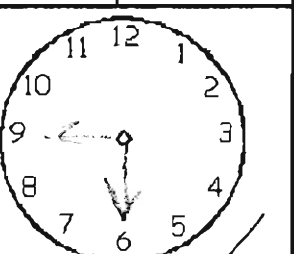
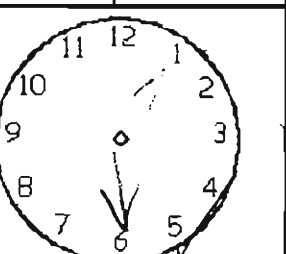
Name: [redacted] G. McElroy

Date: 10/23/07

Time: Half Hour

Directions: Draw the hands to show the time.

*[Handwritten signature]*

 12:30 ✓	 5:30 ✓	 9:30 ✓	 1:30 ✓
 6:30 ✓	 2:30 ✓	 11:30 ✓	 8:30 ✓
 half past 7 ✓	 half past 10 ✓	 half past 3 ✓	 half past 4 ✓
 half past 2 ✓	 half past 12 ✓	 half past 9 ✓	 half past 1 ✓

Name

~~\_\_\_\_\_~~ Bookfellows

Date

10/23/07

# Doing Your Homework

*CC*

1. Your parents and teacher agree that you should do 2 hours of homework every school night. How many hours of homework will you do over 7 school nights?

$$\begin{array}{r}
 \cancel{1} \quad \cancel{2} \quad \cancel{3} \quad \cancel{4} \\
 2 + 2 + 2 + 2 + 2 \\
 \cancel{5} \quad \cancel{6} \quad \cancel{7} \\
 2 + 2 + 2 = 14
 \end{array}$$

2. Your English teacher assigned you 19 assignments for your first quarter. You have completed 7 assignments thus far. How many more assignments do you have to?

$$12$$

3. When carrying all of your books home, your book bag weighs 35 pounds. You forgot to bring home your 8 pound math book and your 8 pound science book. How much does your book bag weigh now?

$$49$$

4. You were asked to complete a cooperative homework project with 4 partners. The project calls for 10 hours of work. If each of the 5 of you evenly divides the work, how many hours of work will it be each you?

$$19 \times$$

5. You have a number of books that need book covers. You have 3 books that require 2 book covers and 4 books, which require 1 book cover each. How many book covers will you need?

$$9$$

X

6. You have a 12-inch ruler. The ruler breaks in half. How long is each piece of the ruler now?

$$\begin{array}{r}
 1 \\
 2 \\
 12 \div 2 = 6
 \end{array}$$



Name: ~~XXXXXXXXXX~~ Goodfellow

Date: 10/31/07

# WordSearchMaker

## Halloween Word Search Puzzle

B	A	T	X	A	X	C	Z	F	V	P	O	F	R	F
U	F	R	H	A	L	L	O	W	E	E	N	D	U	I
G	Q	V	L	J	V	L	U	M	P	F	F	G	T	T
I	M	Q	O	F	R	E	D	I	P	S	B	Z	I	S
N	R	F	C	A	T	F	C	A	J	S	G	S	H	O
R	X	G	A	E	J	S	P	O	O	K	Y	K	T	H
E	N	V	N	M	Z	T	G	D	B	K	F	E	U	G
E	M	Z	D	M	M	S	N	K	C	G	T	L	D	S
A	M	A	Y	F	L	I	W	A	B	G	H	E	S	W
W	K	D	H	Y	K	M	L	E	D	B	G	T	J	K
Z	J	K	E	P	U	B	S	U	P	A	I	O	L	Z
M	D	B	M	O	W	C	F	M	O	O	N	N	S	A
H	Q	U	J	G	F	N	X	D	D	D	E	V	J	F
G	P	V	B	Y	F	S	S	F	B	B	T	F	X	H
W	W	V	I	V	C	O	S	T	U	M	E	F	L	I



### Word List

<del>BAT</del>	<del>BEAR</del>	<del>GANDY</del>
<del>CAT</del>	<del>COOTIE</del>	<del>GHOST</del>
<del>HALLOWEEN</del>	<del>MOON</del>	<del>NIGHT</del>
<del>PUMPKIN</del>	<del>GREENEEN</del>	<del>SPIDER</del>
<del>SCORCH</del>		

FREE Word Search Puzzle Maker At TeacherView.com! <http://www.teacherview.com>

Name

~~\_\_\_\_\_~~ GOODFELLOW 180

Date

10/31/07

# SuperKids Math Worksheet

Addition using numbers between 11 and 50

$$\begin{array}{r} 20 \\ + 19 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 39 \\ + 32 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 34 \\ + 21 \\ \hline 55 \end{array}$$

$$\begin{array}{r} 13 \\ + 12 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 22 \\ + 21 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 30 \\ + 21 \\ \hline 51 \end{array}$$

$$\begin{array}{r} 22 \\ + 17 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 35 \\ + 32 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 49 \\ + 37 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 19 \\ + 13 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 31 \\ + 27 \\ \hline 58 \end{array}$$

$$\begin{array}{r} 21 \\ + 16 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 12 \\ + 11 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 50 \\ + 21 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 16 \\ + 13 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 40 \\ + 32 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 45 \\ + 36 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 19 \\ + 12 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 22 \\ + 16 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 40 \\ + 30 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 44 \\ + 36 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 18 \\ + 12 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 49 \\ + 32 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 26 \\ + 24 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 47 \\ + 28 \\ \hline 75 \end{array}$$

Create Answer Sheet #52434

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Name




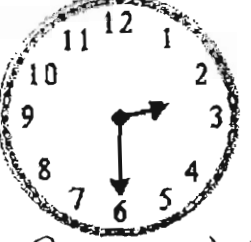

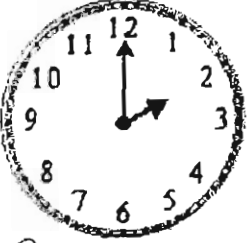
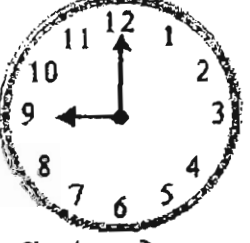
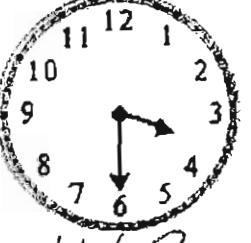

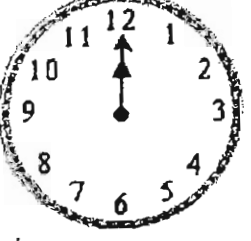



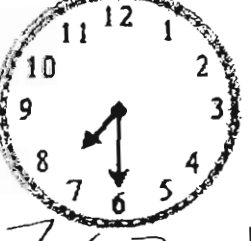


~~\_\_\_\_\_~~ Good Fellow

Date

10/31/07

### SuperKids® Time Worksheet Reading an Analog Clock

76

 1:00 ✓	 10:00 ✓	 8:00 ✗	 2:30 ✓
 1:30 ✓	 2:00 ✓	 9:00 ✓	 4:30 ✗
 12:30 ✗	 12:00 ✓	 7:30 ✓	 9:00 ✓
 4:30 ✗	 7:30 ✓	 9:30 ✓	 11:30 ✓

Create Answer Sheet #54263

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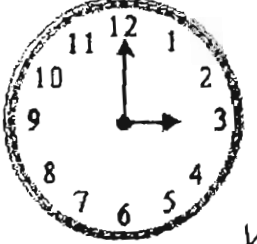

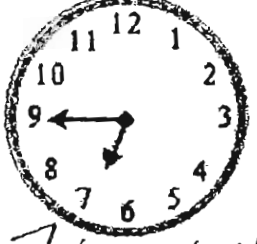
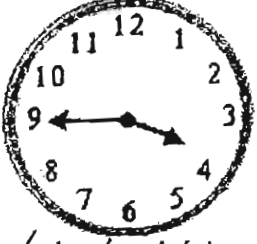
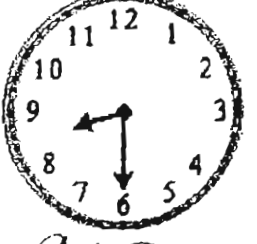
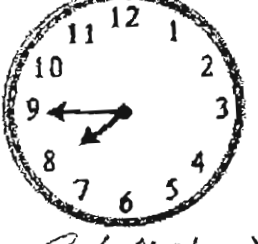

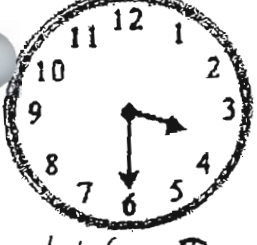




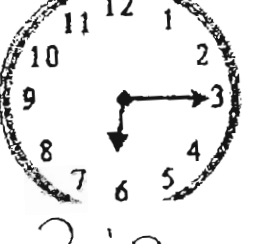


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Name [redacted] Dorellow

Date 10/31/07


### SuperKids® Time Worksheet

Reading an Analog Clock

 7:15 ✓	 3:00 ✓	 6:30 ✗	 7:45 ✗
 4:45 ✗	 9:30 ✗	 8:45 ✗	 2:30 ✓
 4:30 ✗	 7:15 ✓	 9:00 ✓	 10:00 ✓
 5:15 ✓	 3:30 ✗	 11:00 ✓	 7:00 ✓

Pretest  
quarter hours.

Name


 GOODFELLOW 180

Date

10/31/07

# SuperKids Math Worksheet

## Addition using numbers between 11 and 50

$$\begin{array}{r} 20 \\ + 19 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 39 \\ + 32 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 34 \\ + 21 \\ \hline 55 \end{array}$$

$$\begin{array}{r} 13 \\ + 12 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 22 \\ + 21 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 30 \\ + 21 \\ \hline 51 \end{array}$$

$$\begin{array}{r} 22 \\ + 17 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 35 \\ + 32 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 49 \\ + 37 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 19 \\ + 13 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 31 \\ + 27 \\ \hline 58 \end{array}$$

$$\begin{array}{r} 21 \\ + 16 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 12 \\ + 11 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 50 \\ + 21 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 16 \\ + 13 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 40 \\ + 32 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 45 \\ + 36 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 19 \\ + 12 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 22 \\ + 16 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 40 \\ + 30 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 44 \\ + 36 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 18 \\ + 12 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 49 \\ + 32 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 26 \\ + 24 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 47 \\ + 28 \\ \hline 75 \end{array}$$

Create Answer Sheet #52434

Make your own SuperKids Math Worksheets at: <http://www.superkids.com/aweb/tools/math/>

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5

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Name ~~██████~~ Good Fellow

Date 11/4/07

**\$\$Round To The Nearest Dollar\$\$**

1. \$4.82	<u>5.00</u>	10. \$41.38	<u>42.00</u>
<del>2. \$83.14</del>	<u>84.00</u>	11. \$42.87	<u>43.00</u>
<del>3. \$17.25</del>	<u>17.00</u>	12. \$37.28	<u>38.00</u>
4. \$28.96	<u>29.00</u>	<del>13. \$19.68</del>	<u>18.00</u>
5. \$34.18	<u>35.00</u>	14. \$42.87	<u>43.00</u>
<del>6. \$8.96</del>	<u>9.00</u>	15. \$33.95	<u>34.00</u>
7. \$4.36	<u>5.00</u>	<del>16. \$87.45</del>	<u>88.00</u>
8. \$93.49	<u>94.00</u>	17. \$37.24	<u>38.00</u>
9. \$81.27	<u>82.00</u>	18. \$21.51	<u>22.00</u>

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goal 2  
**Decimals Worksheet 1**  
 Addition

115107  
 extra

33

1 a. 
$$\begin{array}{r} 1.54 \\ + 0.21 \\ \hline 1.75 \end{array}$$
 ✓

1 b. 
$$\begin{array}{r} 9.7 \\ + 0.94 \\ \hline 10.64 \end{array}$$
 ✗

1 c. 
$$\begin{array}{r} 5.17 \\ + 0.77 \\ \hline 5.94 \end{array}$$
 ✓

1 d. 
$$\begin{array}{r} 0.7 \\ + 0.5 \\ \hline \end{array}$$

2 a. 
$$\begin{array}{r} 6.38 \\ + 0.93 \\ \hline 7.31 \end{array}$$
 ✓

2 b. 
$$\begin{array}{r} 6.36 \\ + 0.67 \\ \hline 7.03 \end{array}$$
 ✓

2 c. 
$$\begin{array}{r} 8.77 \\ + 0.43 \\ \hline 9.2 \end{array}$$
 ✗

2 d. 
$$\begin{array}{r} 7.5 \\ + 0.4 \\ \hline \end{array}$$

3 a. 
$$\begin{array}{r} 9.32 \\ + 0.13 \\ \hline 9.51 \end{array}$$
 ✗

3 b. 
$$\begin{array}{r} 3.02 \\ + 0.27 \\ \hline 3.29 \end{array}$$
 ✓

3 c. 
$$\begin{array}{r} 0.32 \\ + 0.87 \\ \hline 1.19 \end{array}$$
 ✓

3 d. 
$$\begin{array}{r} 4.8 \\ + 0.8 \\ \hline \end{array}$$

4 a. 
$$\begin{array}{r} 4.82 \\ + 0.58 \\ \hline 5.40 \end{array}$$
 ✓

4 b. 
$$\begin{array}{r} 9.43 \\ + 0.42 \\ \hline 9.85 \end{array}$$
 ✓

4 c. 
$$\begin{array}{r} 6.59 \\ + 0.83 \\ \hline 7.42 \end{array}$$
 ✓

4 d. 
$$\begin{array}{r} 7.1 \\ + 0.4 \\ \hline \end{array}$$

5 a. 
$$\begin{array}{r} 6.41 \\ + 0.28 \\ \hline 6.69 \end{array}$$
 ✓

5 b. 
$$\begin{array}{r} 5.15 \\ + 0.52 \\ \hline 5.67 \end{array}$$
 ✓

5 c. 
$$\begin{array}{r} 6.36 \\ + 0.61 \\ \hline 6.97 \end{array}$$
 ✓

5 d. 
$$\begin{array}{r} 9.2 \\ + 0.2 \\ \hline \end{array}$$

6 a. 
$$\begin{array}{r} 2.52 \\ + 0.7 \\ \hline 3.22 \end{array}$$
 ✓

6 b. 
$$\begin{array}{r} 5.96 \\ + 0.63 \\ \hline 6.59 \end{array}$$
 ✓

6 c. 
$$\begin{array}{r} 6.71 \\ + 0.36 \\ \hline 7.07 \end{array}$$
 ✓

6 d. 
$$\begin{array}{r} 4.5 \\ + 0.5 \\ \hline \end{array}$$

Answer Key

100  
~~17~~  
 83

goal  
2

# Decimals Worksheet 2

Addition

~~Good~~ Goodfellas

$$\begin{array}{r} 1 \text{ a.} \\ 9.67 \\ + 0.738 \\ \hline 10.408 \end{array}$$

$$\begin{array}{r} 1 \text{ b.} \\ 8.606 \\ + 0.621 \\ \hline 9.227 \end{array}$$

$$\begin{array}{r} 1 \text{ c.} \\ 5.147 \\ + 0.634 \\ \hline 10.928 \end{array}$$

$$\begin{array}{r} 2 \text{ a.} \\ 6.465 \\ + 0.692 \\ \hline 7.157 \end{array}$$

$$\begin{array}{r} 2 \text{ b.} \\ 6.112 \\ + 0.46 \\ \hline 6.572 \end{array}$$

$$\begin{array}{r} 2 \text{ c.} \\ 3.023 \\ + 0.265 \\ \hline 3.495 \end{array}$$

$$\begin{array}{r} 3 \text{ a.} \\ 6.984 \\ + 0.839 \\ \hline 7.823 \end{array}$$

$$\begin{array}{r} 3 \text{ b.} \\ 6.144 \\ + 0.711 \\ \hline 6.855 \end{array}$$

$$\begin{array}{r} 3 \text{ c.} \\ 4.864 \\ + 0.958 \\ \hline 5.822 \end{array}$$

$$\begin{array}{r} 4 \text{ a.} \\ 0.089 \\ + 0.78 \\ \hline 0.869 \end{array}$$

$$\begin{array}{r} 4 \text{ b.} \\ 3.899 \\ + 0.237 \\ \hline 4.136 \end{array}$$

$$\begin{array}{r} 4 \text{ c.} \\ 9.626 \\ + 0.663 \\ \hline 10.289 \end{array}$$

$$\begin{array}{r} 5 \text{ a.} \\ 0.081 \\ + 0.375 \\ \hline 0.456 \end{array}$$

$$\begin{array}{r} 5 \text{ b.} \\ 8.164 \\ + 0.542 \\ \hline 8.706 \end{array}$$

$$\begin{array}{r} 5 \text{ c.} \\ 1.035 \\ + 0.576 \\ \hline 1.611 \end{array}$$

$$\begin{array}{r} 6 \text{ a.} \\ 0.811 \\ + 0.408 \\ \hline 1.219 \end{array}$$

$$\begin{array}{r} 6 \text{ b.} \\ 8.126 \\ + 0.265 \\ \hline 16.511 \end{array}$$

$$\begin{array}{r} 6 \text{ c.} \\ 6.696 \\ + 0.0 \\ \hline 6.696 \end{array}$$

Answer Key

Name 

goal ?

Date 11/5/09

# SuperKids® Math Worksheet

## Addition using numbers between 500 and 1000

$$\begin{array}{r} 994 \\ + 906 \\ \hline 1900 \end{array} \checkmark$$

$$\begin{array}{r} 609 \\ + 572 \\ \hline 1181 \end{array} \checkmark$$

$$\begin{array}{r} 757 \\ + 635 \\ \hline 1392 \end{array} \checkmark$$

96

$$\begin{array}{r} 952 \\ + 911 \\ \hline 1863 \end{array} \checkmark$$

$$\begin{array}{r} 885 \\ + 510 \\ \hline 1395 \end{array} \checkmark$$

$$\begin{array}{r} 817 \\ + 556 \\ \hline 1373 \end{array} \checkmark$$

$$\begin{array}{r} 719 \\ + 504 \\ \hline 1223 \end{array} \checkmark$$

$$\begin{array}{r} 508 \\ + 501 \\ \hline 1009 \end{array} \checkmark$$

$$\begin{array}{r} 862 \\ + 682 \\ \hline 1544 \end{array} \checkmark$$

$$\begin{array}{r} 857 \\ + 784 \\ \hline 1641 \end{array} \checkmark$$

$$\begin{array}{r} 715 \\ + 604 \\ \hline 1319 \end{array} \checkmark$$

$$\begin{array}{r} 528 \\ + 508 \\ \hline 1036 \end{array} \checkmark$$

$$\begin{array}{r} 506 \\ + 500 \\ \hline 1006 \end{array} \checkmark$$

$$\begin{array}{r} 954 \\ + 888 \\ \hline 1842 \end{array} \checkmark$$

$$\begin{array}{r} 767 \\ + 645 \\ \hline 1412 \end{array} \checkmark$$

$$\begin{array}{r} 697 \\ + 561 \\ \hline 1258 \end{array} \checkmark$$

$$\begin{array}{r} 903 \\ + 542 \\ \hline 1444 \end{array} \checkmark$$

$$\begin{array}{r} 782 \\ + 775 \\ \hline 1557 \end{array} \checkmark$$

$$\begin{array}{r} 800 \\ + 540 \\ \hline 1340 \end{array} \checkmark$$

$$\begin{array}{r} 794 \\ + 761 \\ \hline 1555 \end{array} \checkmark$$

$$\begin{array}{r} 618 \\ + 573 \\ \hline 1191 \end{array} \checkmark$$

$$\begin{array}{r} 799 \\ + 759 \\ \hline 1558 \end{array} \checkmark$$

$$\begin{array}{r} 714 \\ + 584 \\ \hline 1298 \end{array} \checkmark$$

$$\begin{array}{r} 867 \\ + 509 \\ \hline 1376 \end{array} \checkmark$$

$$\begin{array}{r} 856 \\ + 509 \\ \hline 1365 \end{array} \checkmark$$

Create Answer Sheet #6194

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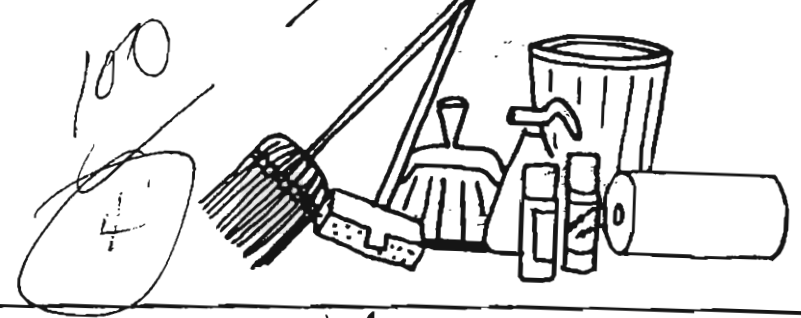
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Name ~~XXXXXXXXXX~~ Goodfellows 11/5/07

goal ? %

### DIVISION & SUBTRACTION

Use the price list to solve each problem.



~~4.50~~

(2)

with help

1. T-shirts are sale priced at two for \$7.00.  
What is the cost of one T-shirt?

$4.50 - 3.50$

✓ \$ 3.50

How much of a savings is this over the regular price?

✓ \$ 1.00

2. Video tapes are on sale for two for \$24.50.  
What is the sale price of one tape?

12.25

✓ \$ 12.25

How much will you save on one tape?

$13.88 - 12.25 =$

✓ \$ 1.63

3. Anti-freeze is 1/3 off the regular price.  
How much can you save?

7.95

$\div 3$

✓ \$ 2.65

What is the sale price of anti-freeze?

✓ \$ 5.30

4. Pens are ten for \$3.50 on sale. How much is one pen?

$.42 - .35 =$

✓ \$ .35

What is the savings on one pen?

✓ \$ .07

5. Games are sale priced at 1/3 off the regular price.  
How much can you save on Battleship?

6.78

$\div 3$

✓ \$ 2.26

What is the sale price of Battleship?

✓ \$ 4.52



**Transactions for the Month of May**

Here are the transactions for the month of May. Study them closely.

~~\_\_\_\_\_~~ Goodfe  
ow  
11/14/07  
goal 2  
⑧

Check No.	Date	Payments/Deposits	Amount
401	May 3	First Bank VISA	\$ 121.40
402	May 5	Hillsboro Properties	\$ 450.00
403	May 9	Hal's Auto Center	\$ 26.88
404	May 12	CHAT Telephone	\$ 39.18
405	May 17	Bob's Super Store	\$ 41.94
406	May 23	Children's Charities	\$ 25.00
407	May 27	Tanya's Wild Haircuts	\$ 50.00
408	May 30	Midwestern Utilities	\$ 45.00
	May 31	Deposit	\$2,200.00

Check No.	Date	Payments/Deposits	Check Amount (-)		Amount of Deposit (+)		Balance	
							1158	48
401	3	FIRST BANK VISA	121	40			1032	08
402	5	HILLSBORO PROPERTIES	450	00			582	08
403	9	HAL'S AUTO CENTER	26	88			555	20
404	12	CHAT TELEPHONE	39	18			516	02
405	17	BOB'S SUPER STORE	41	94			474	08
406	23	CHILDREN'S CHARITIES	25	00			449	08
407	27	TANYA'S WILD HAIRCUTS	50	00			399	08
408	30	MIDWESTERN UTILITIES	45	00			354	08
	5/31	Deposit			2200	00	2554	08

✓



8

goal ?

Name ~~\_\_\_\_\_~~ goodfellow



Date 11/13/07

**Money**

(Answer ID # 0479760)

100% help.

Solve.

<p>1. Jacob made a display for the school library. He used <u>three</u> sheets of poster board for the display. It cost <u>\$1.30</u> for the three sheets. He gave the clerk <u>\$5</u>. How much change did he get?</p> <p>3.98      1.10</p>	<p>2. Farmer John sold his apples for <u>\$0.62</u> each. Kyle bought <u>4</u> of Farmer John's apples. He gave Farmer John <u>\$5</u>. How much change will Kyle get from Farmer John? <math>.62 + .62 + .62 + .62 = 2.48</math></p> <p>2.52</p>
<p>3. Mr. Hernandez grows all kinds of vegetables in his garden. He sells them at a little produce market. He sells tomatoes for <u>.57 cents per pound</u>. Hailey bought <u>2 pounds</u> of tomatoes. She gave Mr. Hernandez <u>\$10</u>. How much change did she get?</p> <p>69      1.14      10.00</p> <p>8.86</p>	<p>4. Cameron's uncle is in the Navy. He is a radioman on a submarine. Cameron sent him a card on Hug a GI Day. It costs <u>\$0.37</u> to mail the card. Cameron gave the postal worker <u>\$5</u>. How much change did Cameron get?</p> <p>4.63</p>
<p>5. Aaron bought a tiny turtle for <u>\$1.25</u> and turtle food for <u>\$0.31</u>. He gave the clerk <u>\$2</u>. How much change did he get?</p> <p>1.56 = spent</p> <p>\$ .44</p>	<p>6. Danielle had a collection of green rocks. She found a beautiful green rock in the museum store. The rock cost <u>\$2.24</u>. She gave the clerk <u>\$3</u>. How much change did she get?</p> <p>\$ .76</p>
<p>7. Hailey likes to chew bubble gum. Monday she bought <u>three</u> packages of bubble gum for <u>\$1.39</u> each. She gave the clerk <u>\$5</u>. How much change should Hailey get?</p> <p>4.17      \$ .83</p>	<p>8. A package of <u>3/4"</u> safety pins costs <u>\$2.99</u>. If Connor buys a package of <u>3/4"</u> safety pins, how much change will he get from a <u>twenty-dollar bill</u>?</p> <p>17.01</p>



goal 2

Name ~~\_\_\_\_\_~~ Goodfellow

Date 11/13/07

**Adding Money**

Put your decimals in. Finish

Solve for each of the given problems.

1. $\begin{array}{r} \$ 61.05 \\ + 22.98 \\ \hline \end{array}$	2. $\begin{array}{r} \$ 29.36 \\ + 84.27 \\ \hline \end{array}$	3. $\begin{array}{r} \$ 55.71 \\ + 94.36 \\ \hline \end{array}$	4. $\begin{array}{r} \$ 41.94 \\ + 59.93 \\ \hline \end{array}$	5. $\begin{array}{r} \$ 53.74 \\ + 73.94 \\ \hline \end{array}$
84.03	113.63	150.07	101.87	127.68

6. $\begin{array}{r} \$ 61.15 \\ + 23.04 \\ \hline \end{array}$	7. $\begin{array}{r} \$ 73.98 \\ + 10.66 \\ \hline \end{array}$	8. $\begin{array}{r} \$ 72.61 \\ + 19.51 \\ \hline \end{array}$	9. $\begin{array}{r} \$ 27.75 \\ + 63.60 \\ \hline \end{array}$	10. $\begin{array}{r} \$ 36.73 \\ + 42.45 \\ \hline \end{array}$
84.19	84.64	92.12	91.35	79.19

11. $\begin{array}{r} \$ 54.67 \\ + 28.63 \\ \hline \end{array}$	12. $\begin{array}{r} \$ 73.35 \\ + 17.35 \\ \hline \end{array}$	13. $\begin{array}{r} \$ 20.03 \\ + 43.15 \\ \hline \end{array}$	14. $\begin{array}{r} \$ 79.95 \\ + 63.44 \\ \hline \end{array}$	15. $\begin{array}{r} \$ 55.88 \\ + 47.00 \\ \hline \end{array}$
83.3	90.7	63.18	143.39	102.88

16. $\begin{array}{r} \$ 22.47 \\ + 49.12 \\ \hline \end{array}$	17. $\begin{array}{r} \$ 70.63 \\ + 61.49 \\ \hline \end{array}$	18. $\begin{array}{r} \$ 27.81 \\ + 58.57 \\ \hline \end{array}$	19. $\begin{array}{r} \$ 50.37 \\ + 32.52 \\ \hline \end{array}$	20. $\begin{array}{r} \$ 67.92 \\ + 59.43 \\ \hline \end{array}$
71.59	132.12	86.38	82.89	127.35

21. $\begin{array}{r} \$ 455.79 \\ + 401.89 \\ \hline \end{array}$	22. $\begin{array}{r} \$ 696.54 \\ + 277.67 \\ \hline \end{array}$	23. $\begin{array}{r} \$ 325.68 \\ + 774.63 \\ \hline \end{array}$	24. $\begin{array}{r} \$ 819.50 \\ + 906.49 \\ \hline \end{array}$	25. $\begin{array}{r} \$ 193.12 \\ + 109.59 \\ \hline \end{array}$
857.68	974.21	1100.31	1725.99	302.71

26. $\begin{array}{r} \$ 391.74 \\ + 462.46 \\ \hline \end{array}$	27. $\begin{array}{r} \$ 222.24 \\ + 996.05 \\ \hline \end{array}$	28. $\begin{array}{r} \$ 409.90 \\ + 656.69 \\ \hline \end{array}$	29. $\begin{array}{r} \$ 991.66 \\ + 820.48 \\ \hline \end{array}$	30. $\begin{array}{r} \$ 536.51 \\ + 561.18 \\ \hline \end{array}$
854.2	1218.29	1066.59		

2

~~Good~~ Goodfeib

Here is a list of **transactions** showing check payments and deposits. Using the check register below, record the transactions. The beginning balance is \$750.00. For each entry, remember to figure out the new balance. When you are finished, the ending balance should be \$338.89.

Monday  
11/19/07

Check No.	Date	Payments/Deposits	Amount
201	July 2	The Toy Box	\$32.98
202	July 4	Uncle Sam's Flags	\$51.25
203	July 7	Last Chance Gas	\$20.03
204	July 9	Albertson's	\$71.55
	July 10	Deposit	\$100.00
205	July 15	Mom's Diner	\$30.00
206	July 19	Summer's Travel Center	\$255.30
207	July 24	Sandi's Hair Salon	\$50.00



Check No.	Date	Payments/Deposits	Check Amount (-)		Amount of Deposit (+)		Balance	
							750.00	
201	2	The Toy Box	32.98				717.02	
202	4	Uncle Sam's Flags	51.25				665.77	
203	7	Last Chance Gas	20.03				645.74	
204	9	Albertson's	71.55				574.19	
		Deposit			100.00		674.19	
205	15	Mom's Diner	30.00				644.19	
206	19	Summer's Travel Center	255.30				388.89	
207	24	Sandi's Hair Salon	50.00				338.89	



Name

~~\_\_\_\_\_~~ Goodman

goals.

Date

11/27/07

# SuperKids Math Worksheet

## Addition and Subtraction using numbers between 12 and 50

92

$$\begin{array}{r} 35 \\ - 13 \\ \hline 22 \end{array} \checkmark$$

$$\begin{array}{r} 37 \\ - 24 \\ \hline 13 \end{array} \checkmark$$

$$\begin{array}{r} 31 \\ + 27 \\ \hline 38 \end{array} \times$$

$$\begin{array}{r} 15 \\ + 12 \\ \hline 27 \end{array} \checkmark$$

$$\begin{array}{r} 28 \\ + 23 \\ \hline 51 \end{array} \checkmark$$

$$\begin{array}{r} 14 \\ + 12 \\ \hline 26 \end{array} \checkmark$$

$$\begin{array}{r} 39 \\ + 20 \\ \hline 59 \end{array} \checkmark$$

$$\begin{array}{r} 39 \\ + 36 \\ \hline 75 \end{array} \checkmark$$

$$\begin{array}{r} 28 \\ + 23 \\ \hline 51 \end{array} \checkmark$$

$$\begin{array}{r} 31 \\ - 23 \\ \hline 8 \end{array} \checkmark$$

$$\begin{array}{r} 14 \\ + 13 \\ \hline 27 \end{array} \checkmark$$

$$\begin{array}{r} 46 \\ + 32 \\ \hline 78 \end{array} \checkmark$$

$$\begin{array}{r} 18 \\ - 15 \\ \hline 3 \end{array} \checkmark$$

$$\begin{array}{r} 50 \\ + 18 \\ \hline 68 \end{array} \checkmark$$

$$\begin{array}{r} 21 \\ - 14 \\ \hline 7 \end{array} \checkmark$$

$$\begin{array}{r} 22 \\ + 15 \\ \hline 37 \end{array} \checkmark$$

$$\begin{array}{r} 34 \\ - 22 \\ \hline 12 \end{array} \checkmark$$

$$\begin{array}{r} 47 \\ + 30 \\ \hline 77 \end{array} \checkmark$$

$$\begin{array}{r} 31 \\ + 19 \\ \hline 50 \end{array} \checkmark$$

$$\begin{array}{r} 47 \\ - 43 \\ \hline 4 \end{array} \checkmark$$

$$\begin{array}{r} 31 \\ - 28 \\ \hline 3 \end{array} \checkmark$$

$$\begin{array}{r} 47 \\ - 45 \\ \hline 2 \end{array} \checkmark$$

$$\begin{array}{r} 38 \\ + 18 \\ \hline 56 \end{array} \checkmark$$

$$\begin{array}{r} 39 \\ + 16 \\ \hline 55 \end{array} \checkmark$$

$$\begin{array}{r} 33 \\ - 20 \\ \hline 13 \end{array} \times$$

Create Answer Sheet #81225

Make your own SuperKids Math Worksheets at: <http://www.superkids.com/aweb/tools/math/>

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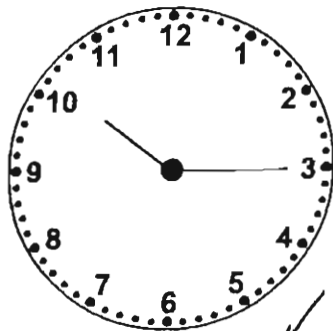
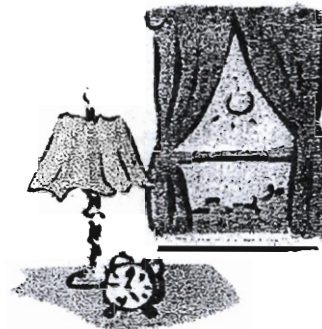
Name: [redacted] 01 Date: 11/28/07

goal ?

# Telling Time - to the quarter hour

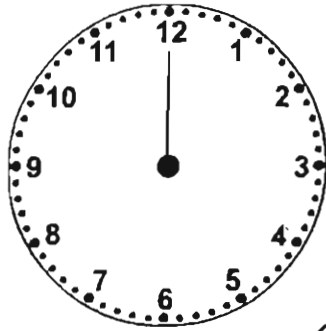
Why did the woman wear a helmet at the dinner table? She was on a crash diet.

Write the time shown on the clock.

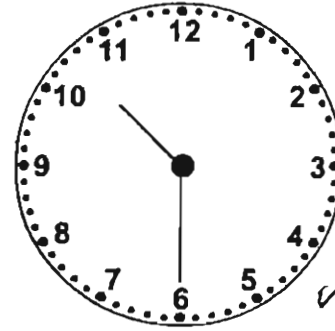


10:15

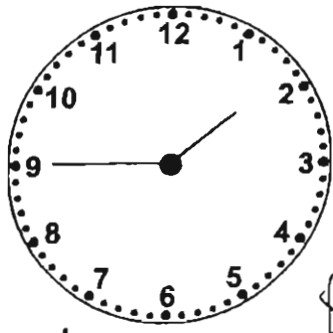
no



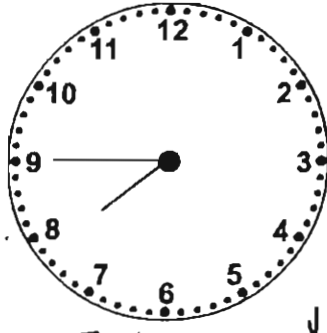
12:00



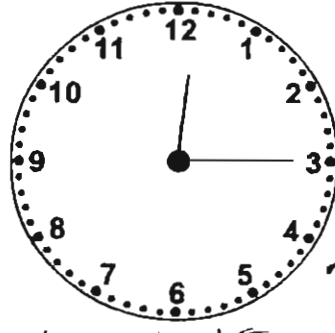
10:30



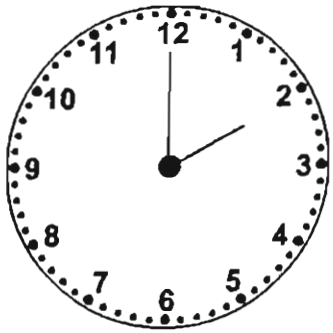
1:45



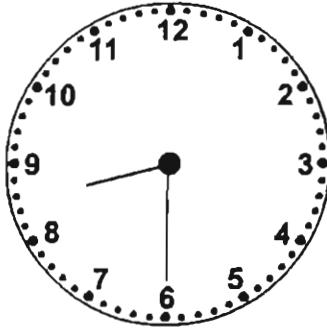
7:45



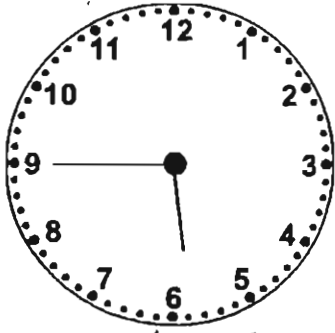
12:15



2:00



8:30



10:45

Name:

~~XXXXXXXXXX~~ Good Fellow SoftSchool

Date:

11/28/07

## Calendar

November-2007						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

goal  
?

- 1) What day of the week is November 12? Monday ✓
- 2) What day of the week is November 27? Tuesday ✓
- 3) What date is the second Monday in November? 12 ✓
- 4) What date is the first Friday in November? 2 ✓
- 5) What day of the week is November 29? Thursday ✓

100

Name ~~XXXXXXXXXX~~ GOODFELLOW

Date 12/10/07

# SuperKids Math Worksheet

Addition and Subtraction  
using numbers between 500 and 1000

goal?

97

$$\begin{array}{r} 793 \\ - 627 \\ \hline 166 \end{array} \checkmark$$

$$\begin{array}{r} 811 \\ + 762 \\ \hline 1573 \end{array} \checkmark$$

$$\begin{array}{r} 738 \\ + 705 \\ \hline 1443 \end{array} \checkmark$$

$$\begin{array}{r} 603 \\ + 503 \\ \hline 1106 \end{array} \checkmark$$

$$\begin{array}{r} 682 \\ - 588 \\ \hline 94 \end{array} \checkmark$$

$$\begin{array}{r} 644 \\ + 642 \\ \hline 1286 \end{array} \times$$

$$\begin{array}{r} 957 \\ - 927 \\ \hline 30 \end{array} \checkmark$$

$$\begin{array}{r} 961 \\ + 783 \\ \hline 1744 \end{array} \checkmark$$

$$\begin{array}{r} 812 \\ - 599 \\ \hline 213 \end{array} \checkmark$$

$$\begin{array}{r} 791 \\ - 680 \\ \hline 111 \end{array} \checkmark$$

$$\begin{array}{r} 641 \\ + 560 \\ \hline 1201 \end{array} \checkmark$$

$$\begin{array}{r} 637 \\ + 592 \\ \hline 1229 \end{array} \checkmark$$

$$\begin{array}{r} 794 \\ - 566 \\ \hline 228 \end{array} \checkmark$$

$$\begin{array}{r} 516 \\ + 510 \\ \hline 1026 \end{array} \checkmark$$

$$\begin{array}{r} 768 \\ + 717 \\ \hline 1485 \end{array} \checkmark$$

$$\begin{array}{r} 590 \\ - 579 \\ \hline 11 \end{array} \checkmark$$

$$\begin{array}{r} 560 \\ - 527 \\ \hline 33 \end{array} \checkmark$$

$$\begin{array}{r} 946 \\ + 578 \\ \hline 1524 \end{array} \checkmark$$

$$\begin{array}{r} 933 \\ - 603 \\ \hline 330 \end{array} \checkmark$$

$$\begin{array}{r} 542 \\ + 536 \\ \hline 1078 \end{array} \checkmark$$

$$\begin{array}{r} 521 \\ - 517 \\ \hline 4 \end{array} \checkmark$$

$$\begin{array}{r} 853 \\ + 605 \\ \hline 1458 \end{array} \checkmark$$

$$\begin{array}{r} 653 \\ - 637 \\ \hline 16 \end{array} \checkmark$$

$$\begin{array}{r} 833 \\ - 784 \\ \hline 49 \end{array} \checkmark$$

$$\begin{array}{r} 854 \\ + 822 \\ \hline 1676 \end{array} \checkmark$$

$$\begin{array}{r} 519 \\ + 517 \\ \hline 1036 \end{array} \checkmark$$

$$\begin{array}{r} 707 \\ + 675 \\ \hline 1382 \end{array} \checkmark$$

$$\begin{array}{r} 800 \\ + 606 \\ \hline 1406 \end{array} \checkmark$$

$$\begin{array}{r} 945 \\ + 890 \\ \hline 1835 \end{array} \checkmark$$

$$\begin{array}{r} 985 \\ - 798 \\ \hline 187 \end{array} \checkmark$$

Create Answer Sheet #61626

Make your own SuperKids Math Worksheets at: <http://www.superkids.com/aweb/tools/math/>

Name

~~██████~~ goodfellow

Not to nearest 11

100 w/help

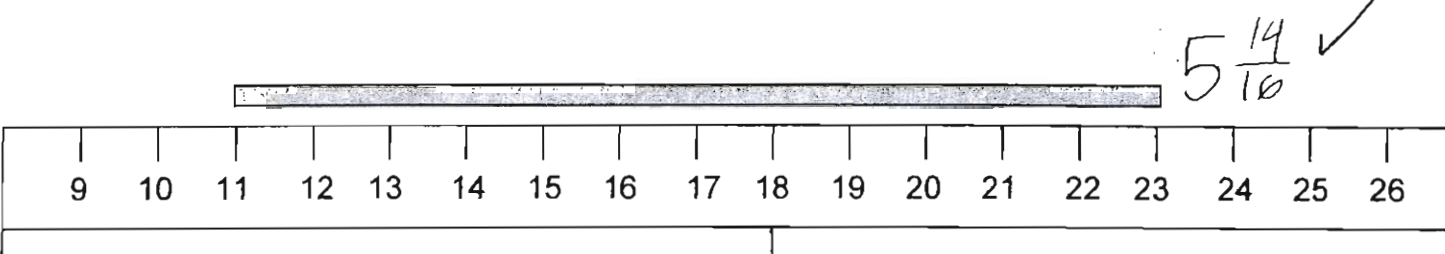
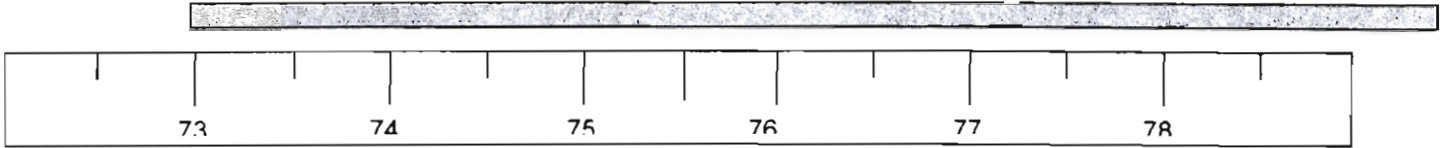
Date

12/12/07

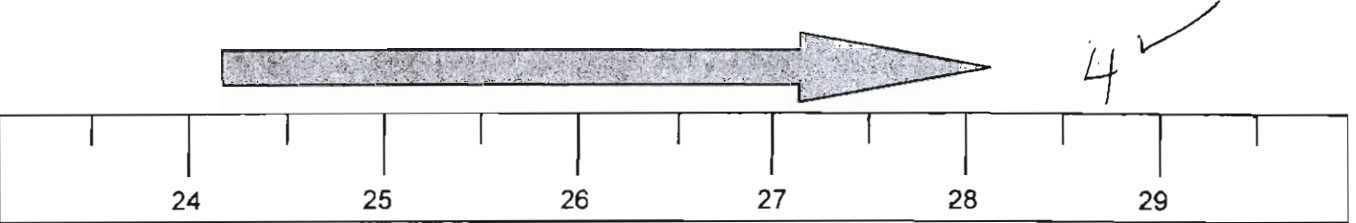
# Broken Rulers

Find the measure of each item. Label your answers with inches or centimeters.

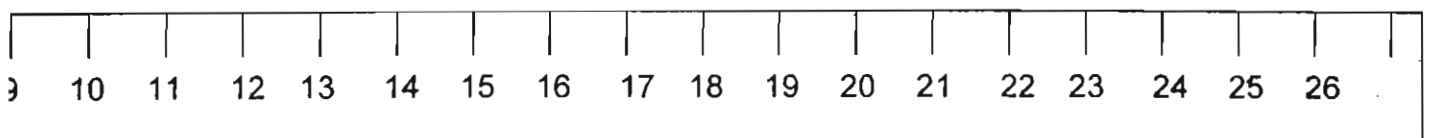
$6 \frac{13}{10}$  ✓



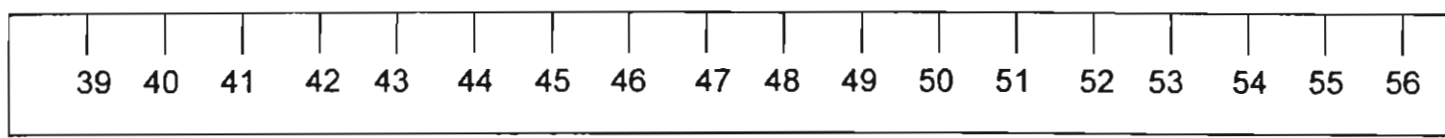
$5 \frac{14}{10}$  ✓



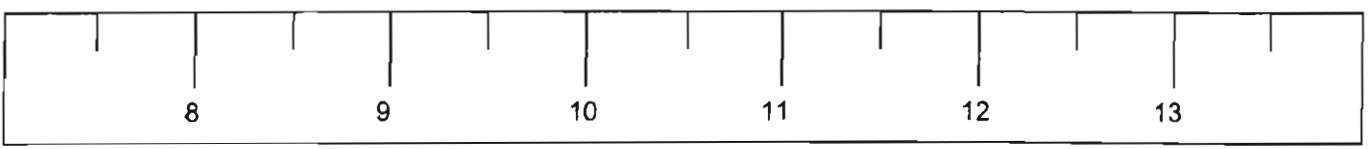
4 ✓



$5 \frac{8}{10}$  ✓  $5 \frac{1}{2}$  ✓



5 ✓



$5 \frac{4}{10}$  ✓



## Decimals Worksheet 1

## Addition

97

5

1 a. 
$$\begin{array}{r} 1.54 \\ + 0.21 \\ \hline \end{array}$$

$$\begin{array}{r} 1.54 \\ + 0.21 \\ \hline 1.75 \end{array} \checkmark$$

1 b. 
$$\begin{array}{r} 9.7 \\ + 0.94 \\ \hline \end{array}$$

$$\begin{array}{r} 9.7 \\ + 0.94 \\ \hline 8.84 \end{array} \times$$

1 c. 
$$\begin{array}{r} 5.17 \\ + 0.77 \\ \hline \end{array}$$

$$\begin{array}{r} 5.17 \\ + 0.77 \\ \hline 5.94 \end{array} \checkmark$$

1 d. 
$$\begin{array}{r} 0.2 \\ + 0.4 \\ \hline \end{array}$$

$$\begin{array}{r} 0.2 \\ + 0.4 \\ \hline 0.6 \end{array} \checkmark$$

2 a. 
$$\begin{array}{r} 6.38 \\ + 0.93 \\ \hline \end{array}$$

$$\begin{array}{r} 6.38 \\ + 0.93 \\ \hline 7.31 \end{array} \checkmark$$

2 b. 
$$\begin{array}{r} 6.36 \\ + 0.67 \\ \hline \end{array}$$

$$\begin{array}{r} 6.36 \\ + 0.67 \\ \hline 7.03 \end{array} \checkmark$$

2 c. 
$$\begin{array}{r} 8.77 \\ + 0.43 \\ \hline \end{array}$$

$$\begin{array}{r} 8.77 \\ + 0.43 \\ \hline 9.20 \end{array} \checkmark$$

2 d. 
$$\begin{array}{r} 7.1 \\ + 0.4 \\ \hline \end{array}$$

$$\begin{array}{r} 7.1 \\ + 0.4 \\ \hline 7.5 \end{array} \checkmark$$

3 a. 
$$\begin{array}{r} 9.32 \\ + 0.13 \\ \hline \end{array}$$

$$\begin{array}{r} 9.32 \\ + 0.13 \\ \hline 9.45 \end{array} \checkmark$$

3 b. 
$$\begin{array}{r} 3.02 \\ + 0.27 \\ \hline \end{array}$$

$$\begin{array}{r} 3.02 \\ + 0.27 \\ \hline 3.29 \end{array} \checkmark$$

3 c. 
$$\begin{array}{r} 0.32 \\ + 0.87 \\ \hline \end{array}$$

$$\begin{array}{r} 0.32 \\ + 0.87 \\ \hline 1.19 \end{array} \checkmark$$

3 d. 
$$\begin{array}{r} 4.8 \\ + 0.8 \\ \hline \end{array}$$

$$\begin{array}{r} 4.8 \\ + 0.8 \\ \hline 5.6 \end{array} \checkmark$$

4 a. 
$$\begin{array}{r} 4.82 \\ + 0.58 \\ \hline \end{array}$$

$$\begin{array}{r} 4.82 \\ + 0.58 \\ \hline 5.40 \end{array} \checkmark$$

4 b. 
$$\begin{array}{r} 9.43 \\ + 0.42 \\ \hline \end{array}$$

$$\begin{array}{r} 9.43 \\ + 0.42 \\ \hline 9.85 \end{array} \checkmark$$

4 c. 
$$\begin{array}{r} 6.59 \\ + 0.83 \\ \hline \end{array}$$

$$\begin{array}{r} 6.59 \\ + 0.83 \\ \hline 7.42 \end{array} \checkmark$$

4 d. 
$$\begin{array}{r} 7.1 \\ + 0.4 \\ \hline \end{array}$$

$$\begin{array}{r} 7.1 \\ + 0.4 \\ \hline 7.5 \end{array} \checkmark$$

5 a. 
$$\begin{array}{r} 6.41 \\ + 0.28 \\ \hline \end{array}$$

$$\begin{array}{r} 6.41 \\ + 0.28 \\ \hline 6.69 \end{array} \checkmark$$

5 b. 
$$\begin{array}{r} 5.15 \\ + 0.52 \\ \hline \end{array}$$

$$\begin{array}{r} 5.15 \\ + 0.52 \\ \hline 5.67 \end{array} \checkmark$$

5 c. 
$$\begin{array}{r} 6.36 \\ + 0.61 \\ \hline \end{array}$$

$$\begin{array}{r} 6.36 \\ + 0.61 \\ \hline 6.97 \end{array} \checkmark$$

5 d. 
$$\begin{array}{r} 9.2 \\ + 0.2 \\ \hline \end{array}$$

$$\begin{array}{r} 9.2 \\ + 0.2 \\ \hline 9.4 \end{array} \checkmark$$

6 a. 
$$\begin{array}{r} 2.52 \\ + 0.7 \\ \hline \end{array}$$

$$\begin{array}{r} 2.52 \\ + 0.7 \\ \hline 3.22 \end{array} \checkmark$$

6 b. 
$$\begin{array}{r} 5.96 \\ + 0.63 \\ \hline \end{array}$$

$$\begin{array}{r} 5.96 \\ + 0.63 \\ \hline 6.59 \end{array} \checkmark$$

6 c. 
$$\begin{array}{r} 6.71 \\ + 0.36 \\ \hline \end{array}$$

$$\begin{array}{r} 6.71 \\ + 0.36 \\ \hline 7.07 \end{array} \checkmark$$

6 d. 
$$\begin{array}{r} 4.5 \\ + 0.5 \\ \hline \end{array}$$

$$\begin{array}{r} 4.5 \\ + 0.5 \\ \hline 5.0 \end{array} \checkmark$$

Answer Key

Name

~~XXXXXXXXXX~~ goodfellow

100  
w/help

(X)

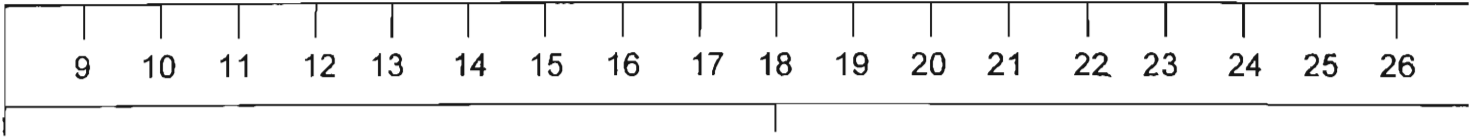
Date

12/12/07

# Broken Rulers

Find the measure of each item. Label your answers with inches or centimeters.

$6 \frac{13}{10}$  ✓



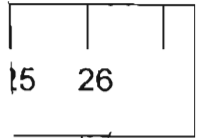
$5 \frac{14}{10}$  ✓



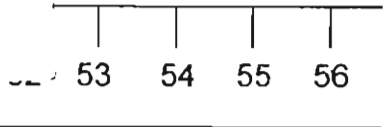
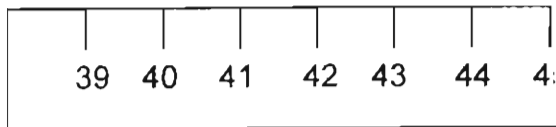
4 ✓



goal ?  
Not to nearest inch



$15 \frac{8}{16} = 15 \frac{1}{2}$  ✓



5




$5 \frac{4}{10}$  ✓


# At the Fair

**Money:  
Comparing  
Money Values**

The Perez children love going to the fair! Read and solve each problem. Write your answer on the line. Then circle the answer to the question on the right. Use the back of the page to show how you got your answers.

*Add & put your answer on the line*  


**1**




Julie has \$1.50 in her pocket. How much does she need to buy a hot dog and soda?

1.30

Does she have enough money?  
 Yes  No

**2**

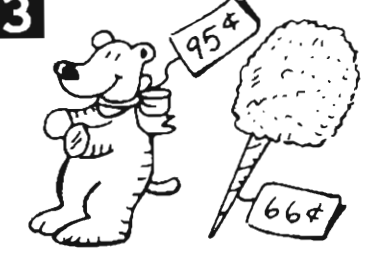


Rita brought \$2.25 to the fair. How much does she need to buy an ice cream cone and two ride tickets?

1.55

Does she have enough money?  
 Yes  No

**3**




Pedro tucked \$1.55 into his sock. How much does he need to buy a stuffed bear and cotton candy?

1.61

Does he have enough money?  
 Yes  No

**4**




Jane has \$1.75 in her purse. How much does she need to buy popcorn and a hat?

1.84

Does she have enough money?  
 Yes  No

**5**



Ernest brought \$2.35 to spend at the fair. How much does he need to buy a T-shirt and jam?

2.32

Does he have enough money?  
 Yes  No

Practice, Practice, Practice! Time, Money & Measurement Scholastic Teaching Resources

8 1/2

MATH TEST

### Customary Length

Name ~~XXXXXXXXXX~~ JOCCIFC110W

Date 12/13/07

List the following units in order from least to greatest.

yard ✓      foot ✓  
 1/2 inch ✓      inch ✓  
 mile ✓      1/4 inch ✓  
 1/2 foot ✓

1/4 inch
1/2 inch
inch
1/2 Foot
Foot
Yard
mile

Use customary measurement.

Find the length of your binder. 11 1/2"

Find the width of your binder. 11"

Find the height of your chair. 24"

Find the height of the ceiling. 9 Feet 7"

Find the perimeter of this piece of paper. 39

Draw a rectangle that has a perimeter of 18 inches. (Use the back of your paper)

Find your height. 4 Feet 6" (54")

Find the height of another student. 5 Feet 2" (62")

Compare the heights and describe the difference 8"

8.50  
 8.50  
 11.00  
+ 11.00

8 1/2

~~908 Fe~~  
12118107

a. 2 B.

4  $16\frac{5}{16}$  C.

3  $7\frac{1}{16}$  D.

4  $16\frac{5}{16}$  E.

1  $5\frac{1}{16}$  F.

4  $16\frac{5}{16}$  G.

8  $5\frac{5}{16}$  H.

3  $12\frac{1}{16}$  I.

9  $16\frac{5}{16}$  J.

5  $16\frac{5}{16}$  K.

5  $16\frac{5}{16}$  L.

2  $16\frac{5}{16}$  M.

2 inches

Guard tray  
E.

goal 10  
Not to  
nearest inch

I  
 $7\frac{5}{16}$



goal  
2

# Decimals Worksheet 2

## Addition

~~XXXXXXXXXX~~  
Doodfell  
12/6/07

72

1 a. 
$$\begin{array}{r} 9.67 \\ + 0.738 \\ \hline 10.405 \end{array}$$
 ✗

1 b. 
$$\begin{array}{r} 8.606 \\ + 0.621 \\ \hline 9.227 \end{array}$$
 ✓

1 c. 
$$\begin{array}{r} 5.147 \\ + 0.634 \\ \hline 5.781 \end{array}$$
 ✗

2 a. 
$$\begin{array}{r} 6.465 \\ + 0.692 \\ \hline 7.157 \end{array}$$
 ✗

2 b. 
$$\begin{array}{r} 6.112 \\ + 0.46 \\ \hline 6.572 \end{array}$$
 ✓

2 c. 
$$\begin{array}{r} 3.023 \\ + 0.265 \\ \hline 3.288 \end{array}$$
 ✓

3 a. 
$$\begin{array}{r} 6.984 \\ + 0.839 \\ \hline 7.823 \end{array}$$
 ✓

3 b. 
$$\begin{array}{r} 6.144 \\ + 0.711 \\ \hline 6.855 \end{array}$$
 ✓

3 c. 
$$\begin{array}{r} 4.864 \\ + 0.958 \\ \hline 5.822 \end{array}$$
 ✓

4 a. 
$$\begin{array}{r} 0.089 \\ + 0.78 \\ \hline 0.869 \end{array}$$
 ✓

4 b. 
$$\begin{array}{r} 3.899 \\ + 0.237 \\ \hline 4.136 \end{array}$$
 ✓

4 c. 
$$\begin{array}{r} 9.626 \\ + 0.663 \\ \hline 10.289 \end{array}$$
 ✓

5 a. 
$$\begin{array}{r} 0.081 \\ + 0.375 \\ \hline 0.456 \end{array}$$
 ✓

5 b. 
$$\begin{array}{r} 8.164 \\ + 0.542 \\ \hline 8.706 \end{array}$$
 ✓

5 c. 
$$\begin{array}{r} 1.035 \\ + 0.576 \\ \hline 1.611 \end{array}$$
 ✗

6 a. 
$$\begin{array}{r} 0.811 \\ + 0.408 \\ \hline 1.219 \end{array}$$
 ✓

6 b. 
$$\begin{array}{r} 8.126 \\ + 0.265 \\ \hline 8.391 \end{array}$$
 ✗

6 c. 
$$\begin{array}{r} 6.696 \\ + 0.0 \\ \hline 6.696 \end{array}$$
 ✓

Answer Key

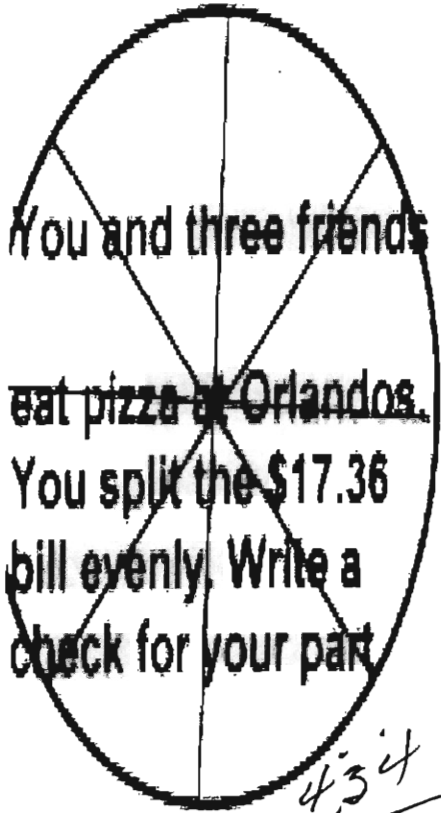


goal?

100

2

11/10/08



You and three friends  
eat pizza at Orlando's.  
You split the \$17.36  
bill evenly. Write a  
check for your part.

4.34



Collect 2,400 pounds of  
cans and sell them to a  
recycling center for  
\$50/ton.  
Deposit the money.

60.00

Take 3 friends and  
mom to the beach  
costs \$3.50 for  
\$5.75 for adults  
\$4.00 to park the  
Write a check

Seven Presidents  
State Park

Rachel's



Rachel's  
Rentals  
\$17.50/hr.

26.25

Rent a horse  
for 90 minutes.

**Big Jack's Hamburgers**

Big Jack \$2.29  
Fries \$1.19  
Coke \$0.79

BJ Combo \$3.99

Combo includes Big Jack, fries and a  
Coke

\$ 3.08

Buy the best deal.

**K-SMAR**

Gift Exchange

You have to buy 3 c  
gifts but don't want t  
more than \$30.00. P  
and write a check for

- Basketball \$
- Book :
- Monopoly \$
- WalkMan \$
- Stuffed Bear \$

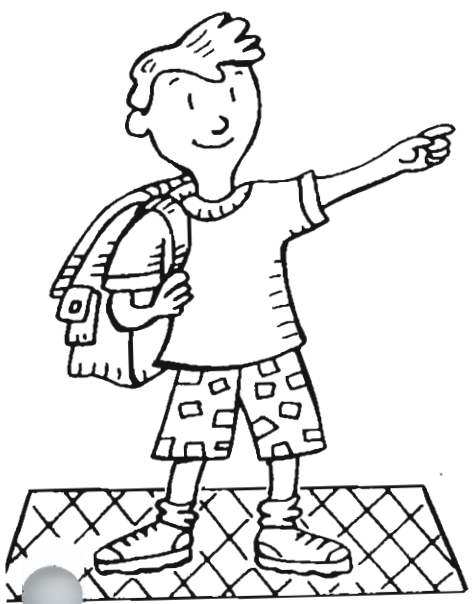
Name Woodfe 110 W

Date 1/24/08

# Busy Day

Time:  
Using a Schedule

Mark has a busy day!  
Use his schedule to  
answer the questions.



☀️ ☁️ **Mark's Schedule** ☆ ☆ ☆ 🌙 ☁️

8:30 A.M.	Ride the bus to school
11:45 A.M.	Eat lunch
2:45 P.M.	School ends
3:00 P.M.	Go to after-school art program
4:15 P.M.	Ride the bus home
5:00 P.M.	Walk the dog
5:30 P.M.	Do homework
6:30 P.M.	Eat dinner
7:30 P.M.	Watch TV
8:00 P.M.	Take a bath
9:00 P.M.	Go to bed

goal  
↙

- 1 When does Mark eat lunch? 11 : 45 ✓ *redo*
- 2 How much time passes between lunch and the end of school? 3: Hours
- 3 How much time does Mark spend at the after-school art program? ~~15: Hours~~ 1 hr, 15 min
- 4 When does Mark go home? 4 : 15 ✓
- 5 How long does Mark walk the dog? 5: Hours x
- 6 When does Mark watch TV? 7 : 30 ✓
- 7 How long does he watch TV? 7: Hours

Practice, Practice, Practice! Time, Money & Measurement Scholastic Teaching Resources

Practice, Practice, Practice! Time, Money & Measurement Scholastic Teaching Resources



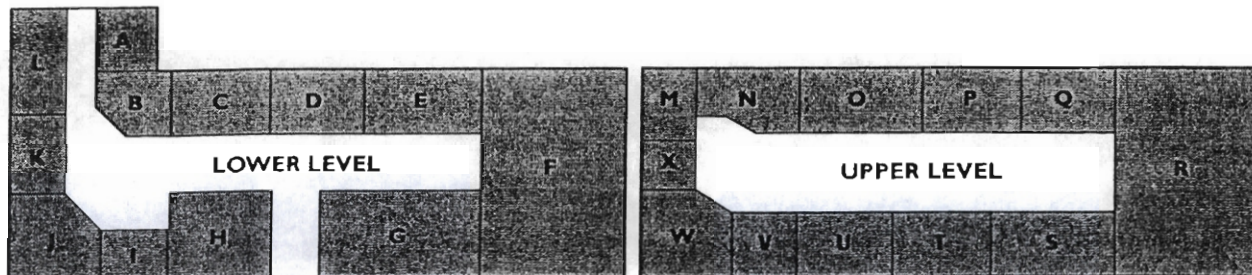
Name: good fellow Date: 1/23/08



*goal ?*

# Reading a Shopping Mall Map

**Directions** Read the map below. Then, answer the questions.



MALL DIRECTORY			
<b>Cards/Books</b>			
Heartfelt Wishes	B	<b>Shoes</b>	Sensational Soles C
Read All About It	E		Walking Wear P
<b>Department Stores</b>		<b>Specialty Shops</b>	
Crest's	F	Gift Gallery	H
Fashions Galore	R	Howie's Collectibles	A
		Jammin' Sports	Q
<b>Entertainment</b>		<b>Food</b>	
Gamezz	L	Chinatown	G
<b>Toys</b>		Hamburger Haven	W
Fun Zone	M	Pizza by the Slice	V
Kids' Kreaions	D	Roberta's Tacos	X
The Toy Train	S	<b>Music</b>	
<b>Jewelry</b>		Pop Palace	N
Gold Gallery	J	Radio Review	K
Karat Korner	U	<b>Services</b>	
<b>Pets</b>		Mall Information	I
Adorable Animals	O	Roosevelt Bank	T

*100*

1. What two stores are next to Sensational Soles? Heartfelt Wishes  
Kids' Kreaions
2. Which jewelry store is located on the lower level? Gold Gallery
3. Which level is Roosevelt Bank on? Mall information / Roosevelt bank



# Practice Sessions

1/23/08  
goal 7

~~\_\_\_\_\_~~  
good feedback

Sport	Begins	Ends
Baseball	6:00	8:00
Football	4:30	5:30
Swimming	5:15	6:15
Soccer	4:00	6:00

Use the schedule to answer the questions.

Which practice begins at a quarter after five? Swimming ✓

How long does the baseball practice last? two hrs. ✓

Which practice starts 30 minutes after soccer? Football ✓

Which practices are two hours long? Soccer + Baseball ✓

Which practice ends the latest? Soccer ✗ 8:00 w/ ball







